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Cantonese

Language Guide

July 2015
Cantonese 1.2
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Cantonese
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.



PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

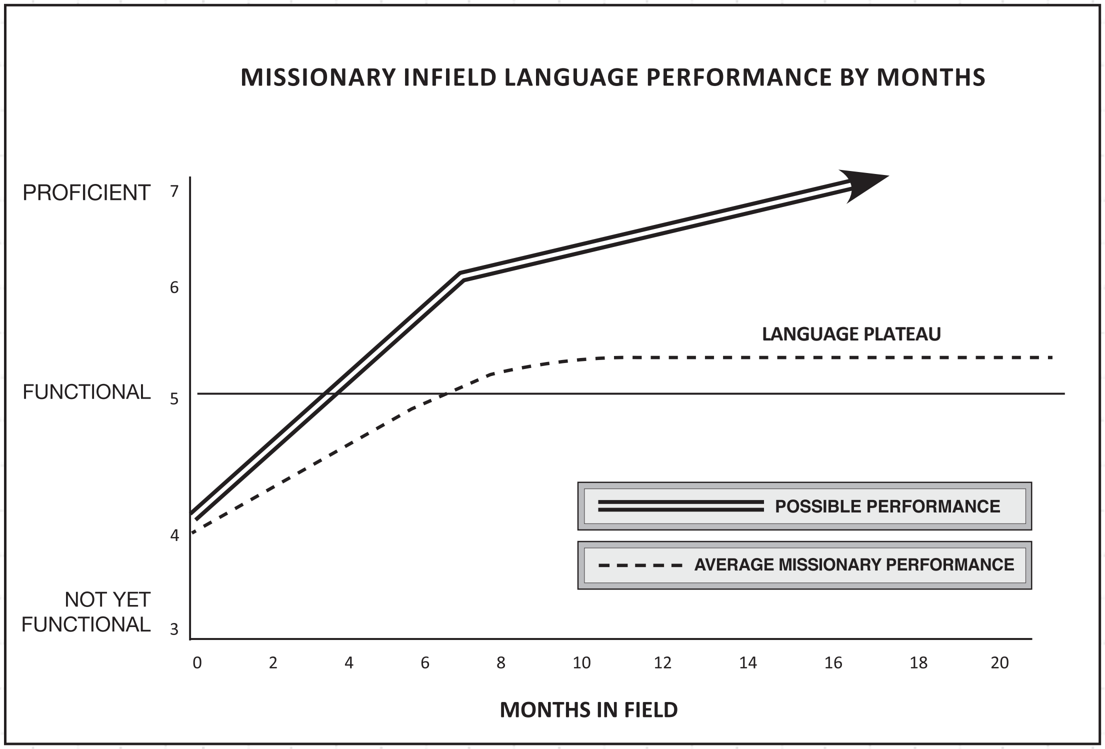
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL **YOU** REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



STEP UP

FUNCTIONAL

600+ HOURS

TIME UP TO ME

Daily planning

Companionship study

Daily and weekly preparation time

Use your language every day

- Study time
- Meal time
- Waiting in line
- In the bookstore
- While waiting for meetings and appointments

500 HOURS

400 HOURS

300 HOURS

200 HOURS

100 HOURS

SCHEDULED TIME

Group Language Instruction

Coaching Study

Progressing Investigator

Scheduled TALL Lab

Scheduled Language Study

Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but “do not stop improving your language skills once people begin to understand you” (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don’t just rely on teachers or scheduled activities *(Preach My Gospel, 128)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don’t limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.



YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

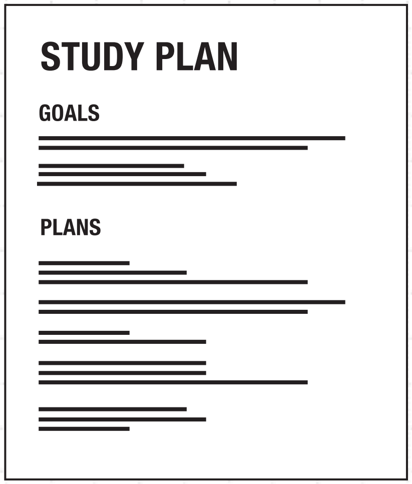
MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.



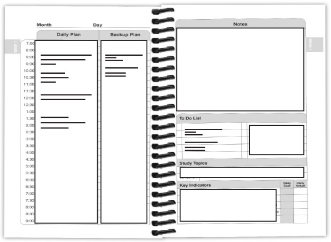
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

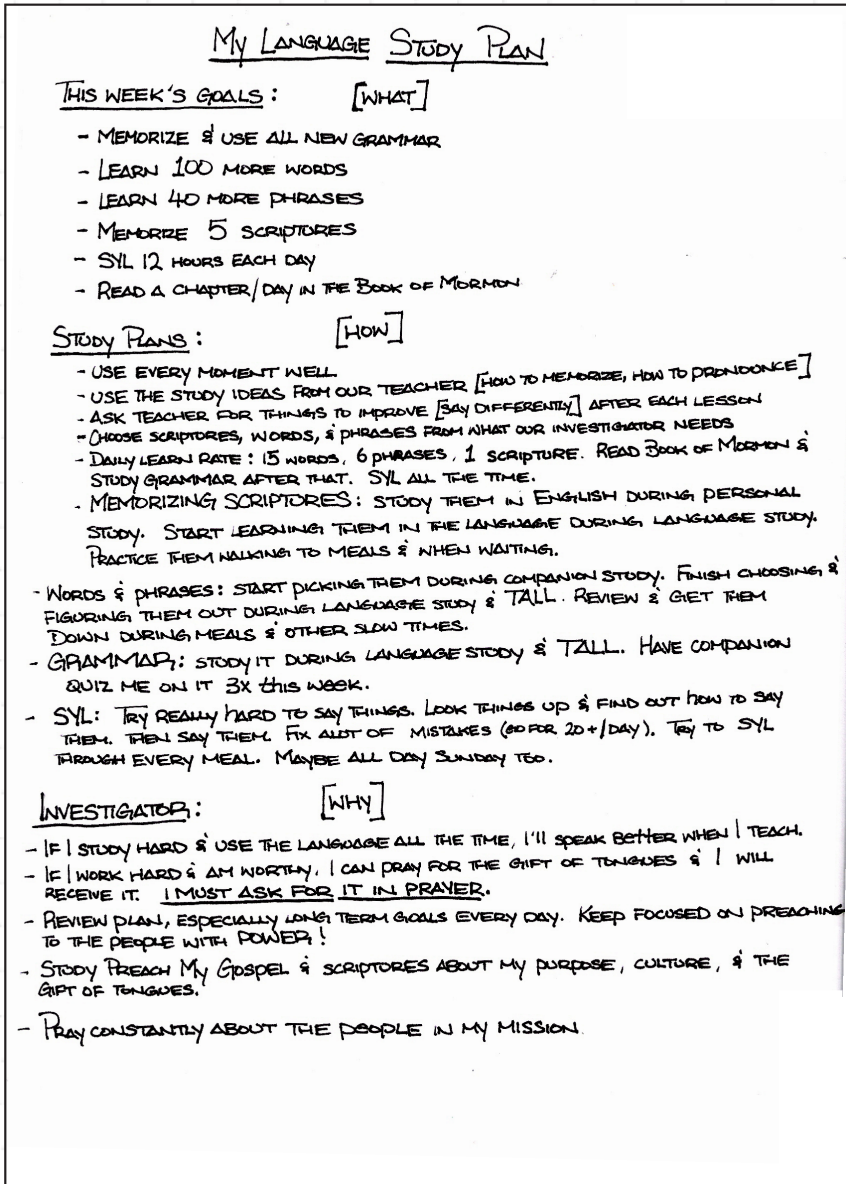
A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1



MY LANGUAGE STUDY PLAN

THIS WEEK'S GOALS: [WHAT]

- MEMORIZE & USE ALL NEW GRAMMAR
- LEARN 100 MORE WORDS
- LEARN 40 MORE PHRASES
- MEMORIZE 5 SCRIPTURES
- SYL 12 HOURS EACH DAY
- READ A CHAPTER/DAY IN THE BOOK OF MORMON

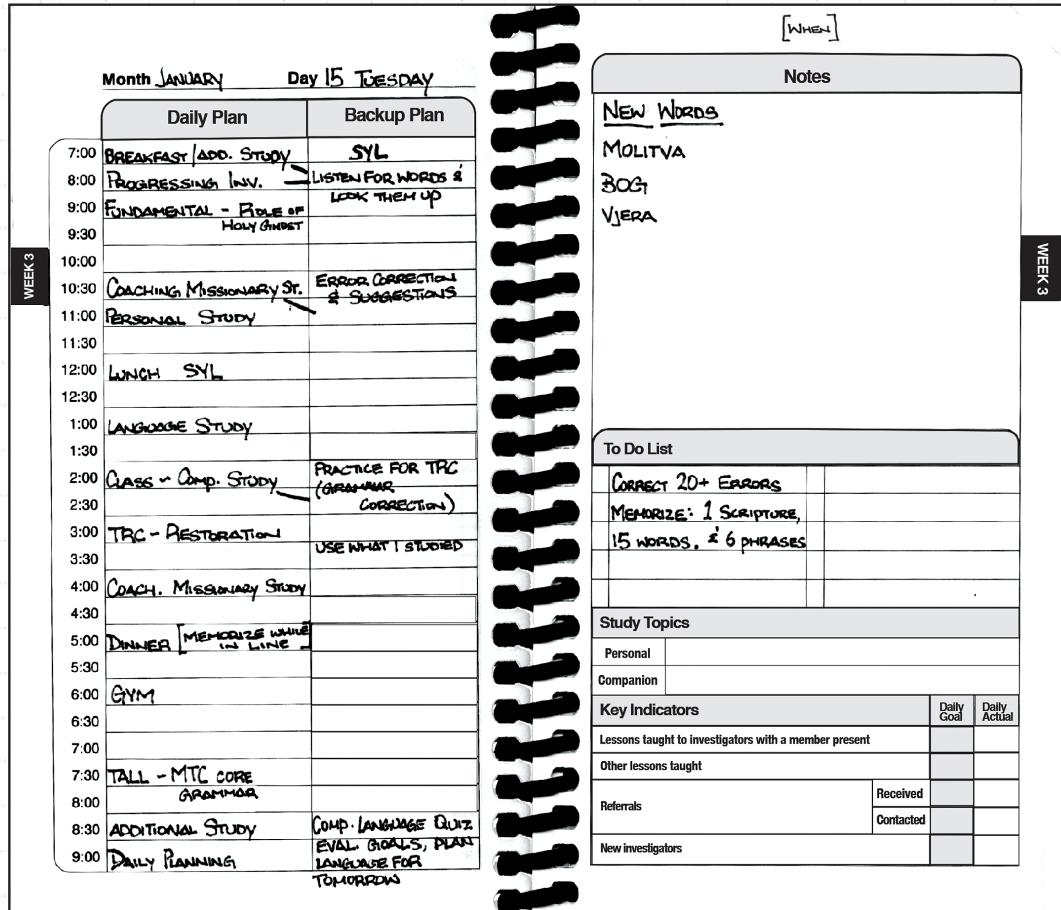
STUDY PLANS: [HOW]

- USE EVERY MOMENT WELL
- USE THE STUDY IDEAS FROM OUR TEACHER [HOW TO MEMORIZE, HOW TO PRONOUNCE]
- ASK TEACHER FOR THINGS TO IMPROVE [SAY DIFFERENTLY] AFTER EACH LESSON
- CHOOSE SCRIPTURES, WORDS, & PHRASES FROM WHAT OUR INVESTIGATOR NEEDS
- DAILY LEARN RATE: 15 WORDS, 6 PHRASES, 1 SCRIPTURE. READ BOOK OF MORMON & STUDY GRAMMAR AFTER THAT. SYL ALL THE TIME.
- MEMORIZING SCRIPTURES: STUDY THEM IN ENGLISH DURING PERSONAL STUDY. START LEARNING THEM IN THE LANGUAGE DURING LANGUAGE STUDY. PRACTICE THEM WALKING TO MEALS & WHEN WAITING.
- WORDS & PHRASES: START PICKING THEM DURING COMPANION STUDY. FINISH CHOOSING & FIGURING THEM OUT DURING LANGUAGE STUDY & TALL. REVIEW & GET THEM DOWN DURING MEALS & OTHER SLOW TIMES.
- GRAMMAR: STUDY IT DURING LANGUAGE STUDY & TALL. HAVE COMPANION QUIZ ME ON IT 3X THIS WEEK.
- SYL: TRY REALLY HARD TO SAY THINGS. LOOK THINGS UP & FIND OUT HOW TO SAY THEM. THEN SAY THEM. FIX ALOT OF MISTAKES (GO FOR 20+/DAY). TRY TO SYL THROUGH EVERY MEAL. MAYBE ALL DAY SUNDAY TOO.

INVESTIGATOR: [WHY]

- IF I STUDY HARD & USE THE LANGUAGE ALL THE TIME, I'LL SPEAK BETTER WHEN I TEACH.
- IF I WORK HARD & AM WORTHY, I CAN PRAY FOR THE GIFT OF TONGUES & I WILL RECEIVE IT. I MUST ASK FOR IT IN PRAYER.
- REVIEW PLAN, ESPECIALLY LONG TERM GOALS EVERY DAY. KEEP FOCUSED ON PREACHING TO THE PEOPLE WITH POWER!
- STUDY PREACH MY GOSPEL & SCRIPTURES ABOUT MY PURPOSE, CULTURE, & THE GIFT OF TONGUES.
- PRAY CONSTANTLY ABOUT THE PEOPLE IN MY MISSION.

What do you see in these sample plans that you hadn't considered?



Month JANUARY   Day 15 TUESDAY

WEEK 3

	Daily Plan	Backup Plan
7:00	BREAKFAST/ADD. STUDY	SYL
8:00	PROGRESSING INV.	LISTEN FOR WORDS & LOOK THEM UP
9:00	FUNDAMENTAL - ROLE OF HOLY GHOST	
9:30		
10:00		
10:30	COACHING MISSIONARY ST.	ERROR CORRECTION & SUGGESTIONS
11:00	PERSONAL STUDY	
11:30		
12:00	LUNCH SYL	
12:30		
1:00	LANGUAGE STUDY	
1:30		
2:00	CLASS - COMP. STUDY	PRACTICE FOR TRC (GRAMMAR CORRECTION)
2:30		
3:00	TRC - RESTORATION	
3:30		USE WHAT I STUDIED
4:00	COACH. MISSIONARY STUDY	
4:30		
5:00	DINNER [MEMORIZE WHILE IN LINE]	
5:30		
6:00	GYM	
6:30		
7:00		
7:30	TALL - MTC CORE GRAMMAR	
8:00		
8:30	ADDITIONAL STUDY	COMP. LANGUAGE QUIZ
9:00	DAILY PLANNING	EVAL. GOALS, PLAN LANGUAGE FOR TOMORROW

[WHEN]

WEEK 3

Notes

NEW WORDS
MOLITVA
BOG
VJERA

To Do List

CORRECT 20+ ERRORS
MEMORIZE: 1 SCRIPTURE, 15 WORDS, & 6 PHRASES

Study Topics

Personal	
Companion	

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs. 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray

i) Study "The Restoration" pamphlet "How can I Know?" in the language.
(1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
(2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)

ii) Study command form for giving directions about how to pray.
(1.) Conjugate 5 verbs in the command form. (7 minutes)
(2.) Say all my commands in the mission language all day.

iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.

i) Study the grammar materials to extend "Will you..." questions (5 minutes)
(1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
(2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.

ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)

iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:

- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

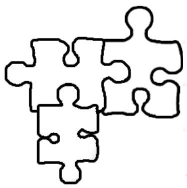


STEP 1: KNOW THE MEANING



- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

STEP 2: FOCUS ON THE FORM



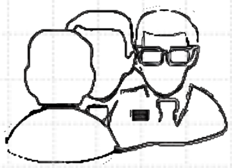
- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD



- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

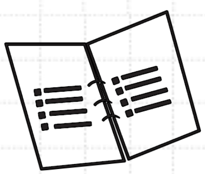
STEP 4: APPLY IT



This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

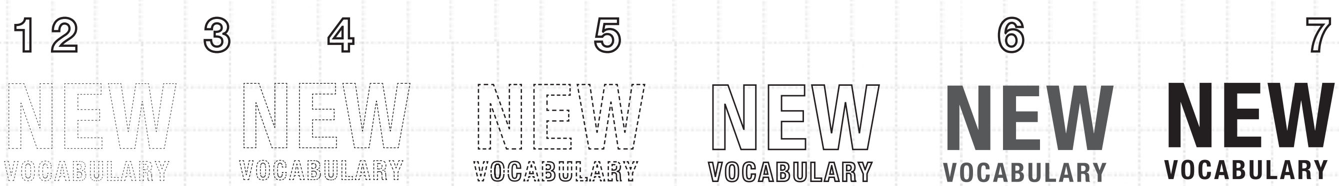
STEP 5: PLAN SPACED REVIEWS



Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:



PREPARING FOR THE FIELD

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.

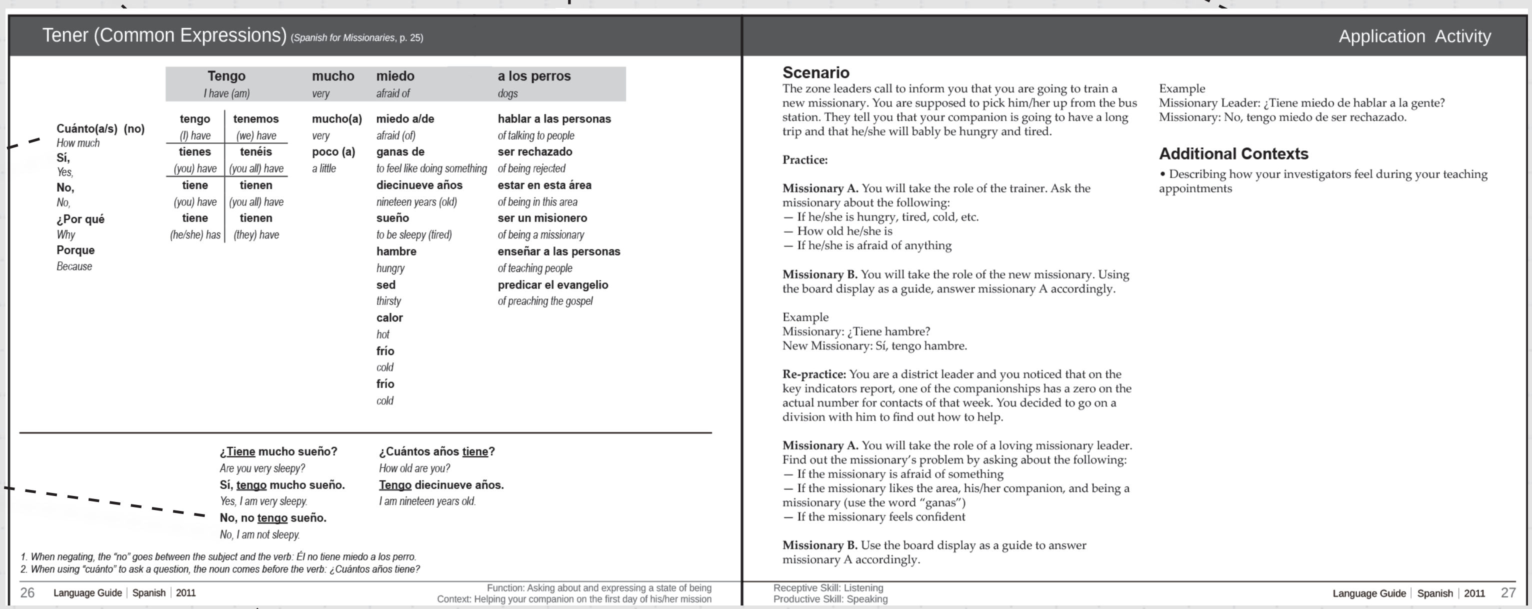
HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

GRAMMAR PRINCIPLE

QUESTION WORDS

This section has words or phrases used to form questions with the board display.



Tener (Common Expressions) (*Spanish for Missionaries*, p. 25)

	Tengo *I have (am)*		**mucho** *very*	**miedo** *afraid of*	**a los perros** *dogs*
Cuánto(a/s) (no) *How much*	**tengo** *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
Sí, *Yes,*	**tienes** *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
No, *No,*	**tiene** *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
¿Por qué *Why*	**tiene** *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
Porque *Because*				**hambre** *hungry*	**enseñar a las personas** *of teaching people*
				sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
				calor *hot*	
				frío *cold*	
				frío *cold*	

¿Tiene mucho sueño?
Are you very sleepy?
Sí, tengo mucho sueño.
Yes, I am very sleepy.
No, no tengo sueño.
No, I am not sleepy.

¿Cuántos años tiene?
How old are you?
Tengo diecinueve años.
I am nineteen years old.

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."

ARTICLE

the (definite); **a/an** (indefinite)

NOUN

A person, place, thing, or idea Answers the question " Who?" or "What?"

PREPOSITION

shows the relationship of a noun to something else.

(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)

CONJUNCTION

connects ideas

(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)

ADJECTIVE

describes a noun

Answers the question "Which/ What kind of?"(definite)

Families are **eternal.** (Predicative)

He felt the **Holy** Ghost (Attributive)

VERB

an action; also an event or state of being.

POSSESSIVE ADJECTIVE

Shows ownership Answers the question "Whose?"

(my, your, his, her, its, our, etc.)

ADVERB

describes verbs (and anything other than a noun)

Answers the question "How?" or "When?" or "Where?"

We should **proptly** repent of our sins.

I know my companion **very well.**

I like teaching **a lot.**

PRONOUN

takes the place of a noun.

It is important for **you** to read **them.** (Personal)

She did that **herself/ fo herself**. (Intensive/ Reflexive)

Someone testified of **both** books . (Indefinite)

What did he want to know? (Interrogative)

Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION

any emotional greeting or exclamation.

SUBJECT

who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT

who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT

to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE

all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE

the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS

the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS

any other letter (obstructed air flow)

REFLEXIVE VERBS

the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS

have no direct object (disappear, smile, die, repent, pray)

CLAUSE

a group of words with a subject and a verb.

INDEPENDENT CLAUSE

can stand alone as a sentence.

DEPENDENT CLAUSE

cannot stand alone as a sentence.

PREDICATE

the part of the clause that is not the subject

I **am a missionary.** (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary:

Review the following vocabulary from today's in-class instruction:

Verbs

haih	*is/am/are*
yáuh	*have*
gaaudouh	*teach*
heui	*go*
wúih	*will*
fānhéung	*share*
jouh	*do*
hohkjaahp	*learn*
kèihtóu	*pray*

Noun

Mōyíhmùhngīng	*Book of Mormon*
Chyùhngaausih	*Missionary*
Yèhsōu Gēidūk	*Jesus Christ*
Sīngkèihyaht	*Sunday*
máahnseuhng	*evening*
múihyaht	*everyday*
gaauwúi	*church*
gīngmàhn	*scriptures*
syut wah	*words*
gaauwúi	*church*
seunsīk	*message*

Other

hái	*at*
chēutbihn	*outside*

Immediate Review:

Write 5 sentences that you can use at the beginning of your appointment with your progressing investigator today.

Sentence Structure

Subject	Time	Place	Verb	Object
Ngóh/Léih/Kéuih/Ngóh-deih *I/ You/ He-She/ We*			haih *is/am/are*	chyùhngaausih *missionaries* ______Jéunglóuh/ Jímuih *Elder/ Sister ____*
Mōyíhmùhngīng *The Book of Mormon* Chyùhngaausih *Missionaries* Yèhsōu Gēidūk *Jesus Christ*			yáuh has gaaudouh teaches	fūkyām *gospel* Sàhn ge syut wah *God's words* sīnjī ge syut wah *prophet's words*
		hái gaauwúi *at church* hái gīngmàhn *at scriptures in*	wúih hohkjaahp *will learn*	
Ngóhdeih *We*	Sīngkèihyaht *Sunday* múih yaht máahnseuhng *everyday evening*		wúih heui *will go* wúih jouh *will do*	gaauwúi *church* kèihtóu *prayer*
	múih go Sīngkèihyaht *every Sunday* múihyaht máahnseuhng *everyday evening*	hái gaauwúi *at church* hái gīngmàhn *at scriptures in*	wúih hohkjaahp *will study*	fūkyām *gospel* Sàhn ge syut wah *God's words* sīnjī ge syut wah *prophet's words*
Chyùhngaausih *Missionaries*	múihyaht *everyday*	hái chēutbihn *at outside*	wúih fānhéung *will share*	seunsīk *messages*

Resources: VP Book, TALL Program, Grammar Books, Dictionary

Vocabulary:

Review the following vocabulary from today's in-class instruction:

Nouns

sing	*surname*
Jéunglóuh	*Elder*
Jímuih	*Sister*
tùhngbuhn	*Companion*
chyùhngaausih	*Missionary*
Lóuhsī	*Teacher*
Gām yaht	*Today*

Preposition

hái	*from (at)*

Adjectives

hóu	*very/ good*

Verbs

giu	*to be called*
wúih	*will*
heui	*to*
chyùhngaau	*serve mission*
làih	*come*

Question Words

bīndouh	*where*
bīngo	*who*
Dím a	*how (how are you?)*
ma	*(question particle)*
mātyéh	*what*

Places

Méihgwok	*America / U.S.A*
Yàuh tā jāu	*Utah*
Gājāu	*California*
Hēung Góng	*Hong Kong*

Practice:

Introduce yourself in Cantonese today to three missionaries who are in your branch but not in your district.

Patterns and Phrases

Greeting
Léih hóu ma? *You good? (How are you?)*
Hóu. Léih la? *Good. You?*

Names		
Léih *You*	gwai sing? *nobly surnamed?*	
Ngóh *I*	sing *surnamed*	_____. *(Your last name)*
Léih *You*	Giu *called*	mātyéh méng? *What name?*

Titles		
Léih *You*	haih *is/am/are*	bīngo? *who*
Ngóh *I*		_____ Jéunglóuh. *Elder _____.*
Léihdeih *You*		_____Jímuih. *Sister _____.*
Kéuih *He, She*		ngóh ge tùhngbuhn. *my companion.*
Ngóhdeih /Kéuihdeih *We/They*		chyùhngaausih. *missionary*

Background			
Léih *You*	hái *from*	bīndouh *where*	làih ge? *come?*
Ngóh *I*		Méihgwok *U.S.A.* Yàuh tā jāu *Utah* Gājāu *California* Hēung Góng *Hong Kong*	làih ge. *come*
Kéuih *He, She*			
Ngóh ge tùhng-buhn *My companion*			
Léih *You*	wúih heui *will go*	bīndouh *where*	chyùhngaau? *serve mission?*
Ngóh *I*		Hēung Góng *Hong Kong* Gājāu *California* Láu Yeuk *New York* Gā làh daaih *Canada*	chyùhngaau. *serve mission*
Ngóh ge tùhng-buhn *My companion*			

Other Greetings
Léihdeih/Lóuhsī hóu. *Hello, you (plural)/Teacher.*
Gām yaht hóu ma? *Today good?*
Jóuhsàhn. *Good morning.* Ńghngōn. *Good afternoon.* Máahnngōn. *Good night.*
Dím a? *How's it? (How are you?)*

Resources: TALL VP Books, TALL Software, Dictionary, Grammar Books

Vocabulary:

Review the following vocabulary from today's in-class instruction:

Nouns

gāmyaht	*today*
Yèhsōu Gēidūk	*Jesus Christ*
fūkyām	*gospel*
Sàhn	*God*
gaiwaahk	*plan*
gaaimihng	*commandment*
Mōyíhmùhngīng	*Book of Mormon*
gātìhng	*family*
seunsām	*faith*
kèihtóu	*prayer*
seunsīk	*message*
pìhngngōn	*peace*
faailohk	*happiness*
hahngfūk	*happiness*

Verbs

séung	*want*
wúih	*will*
gaaudouh	*teach*
wānjaahp	*review*
bōngjoh	*help*
hóyíh	*can*
fuigói	*repent*
góng	*to say*

Other

yìhgā	*now*
gwāanyū	*about*
múihgo yàhn	*everyone*
dímyéung	*how*
dímgáai	*why*

Immediate Review:

Write 5 sentences that you can use at the beginning of your appointment with your progressing investigator today.

Phrases

Subject	Time	Helping Verb	Verb	(Preposition)	Object Phrase
Ngóhdeih *We*	gāmyaht *today*	séung *want*	gaaudouh *teach*	(gwāanyū) *about*	Yèhsōu Gēidūk ge fūkyām *Jesus Christ's Gospel*
					Sàhn hahngfūk ge gaiwaahk *God's plan of Happiness*
	yìhgā *Now*	wúih *will*	wānjaahp *review*		Sàhn ge gaaimihng *God's commandments*
					Mōyíhmùhngīng *The Book of Mormon*

In your opinion...	Object	Question word	Verb/Object
Deui léih làih góng... *In your opinion...*	gātìhng *family*	dímyéung *how*	bōngjoh léih? *has it helped you?*
	seunsām *faith*		
	Sàhn *God*	dímgáai *why*	juhngyiu? *important?*
	kèihtóu *prayer*		

Subject	Helping Verb	Verb	Subject	Verb/ Object
Ngóhdeihge seunsīk *Our message*	wúih *will*	bōngjoh *help*	léihge gātìhng *your family*	yáuh faailohk *have happiness*
				fuigói *repent*
	hóyíh *can*		léih *you*	yáuh seunsām *have faith*
			múihgo yàhn *everyone*	yáuh pìhngngōn *have peace*

Resources: VP Book, TALL Program, Grammar Books, Dictionary

Note : * = words/phrases/concepts not previewed on TALL and/or the VP Book; The teacher will go over them in class.

Vocabulary:

Review the following vocabulary from today's in-class instruction:

Verbs

gámjeh	*thankful*
kèihkàuh	*plead/ ask*
chibéi	*bestow*
jūkfūk	*blessing*
béi	*give/allow*
hohkjaahp	*learn*
yáuh	*have*
gānchèuih	*follow*
líuhgáai	*understand*
mìhngbaahk	*understand*

Noun

TīnFuh	*Heavenly Father*
sīnjī	*prophets*
Yèhsōu Gēidūk ge	*Jesus Christ's*
fūkyām	*Gospel*
gātìhng	*family*
tùhngbuhn	*companion*
sihkmaht	*food*
bóngyeuhng	*example*
Gwóngdūng Wáh	*Cantonese*
chyùhngaau	*mission*
gēiwuih	*oppertunity*

Adjectives

chān ngoi	*Dear/Beloved*

Immediate Review:

Pray in Chinese from now on. Use the Chinese you know, and substitute English phrases when you don't know.

Patterns and Phrases

Subject	Adjective	ge	Noun
Ngóh / Ngóhdeih *I / We*	**chān ngoi** *Beloved/Dear*	**ge**	***TīnFuh*** *Heavenly Father*

Subject	Verb	Object	Verb	(Indirect) Object	(Direct) Object
Ngóh / Ngóhdeih *I / We*	**gámjeh** *thankful*	**Léih** *Thee / You*	**chibéi** *bestow*	**ngóh / ngóhdeih** *me / us*	**sīnjī** *prophets* **Yèhsōu Gēidūk ge fūkyām** *Jesus Christ's gospel*
	kèihkàuh *plead / ask*	**Léih** *Thee / You*	**jūkfūk** *bless*	**ngóh ge gātìhng** *my family* **ngóh ge tùhngbuhn** *my companion* **līgo sihkmaht** *this food*	

Subject	Verb	Object	Verb	Object	Verb	Object
Ngóh *I*	**gámjeh** *thank*	**Léih** *Thee / You*	**béi** *allow*	**ngóh** *me*	**yáuh** *have*	**chyùhngaau ge gēiwuih** *mission opportunity*
					hohkjaahp *learn*	**Gwóngdūng Wáh** *Cantonese*
					gānchèuih *follow*	**Yèhsōu Gēidūk ge bóngyeuhng** *Jesus Christ's example*
					líuhgáai / mìhngbaahk *comprehend / understand*	**Yèhsōu Gēidūk ge fūkyām** *Jesus Christ's gospel*

Fuhng Yèhsōu Gēidūk ge mìhng a-mùhn.
In Jesus Christ's name, amen.

Resources: TALL VP Books, TALL Software

Vocabulary:

Review the following vocabulary from today's in-class instruction:

Verbs	
jīdou	*know*
haih	*is/am/are*
gaaudouh	*teach*
yáuh	*have*
ngoi	*love*
daapfūk	*answer*
líuhgáai	*understand*

Noun	
Yeuksāt Sīmaht	*Jospeh Smith*
Mōyíhmùhngīng	*The Book of Mormon*
Tīnfuh	*Heavenly Fater*
Sàhn	*God*
Yèhsōu Gēidūk	*Jesus Christ*
jáiléuih	*children*
Ngoijí	*Beloved Son*
syutwah	*words*
doibíu	*representative*
sīnjī	*prophet*
kèihtóu	*prayer*
pìhngngōn	*peace*
ginjing	*testimony*

Other	
fuhkhīngjó	*restored*
wuhtjeuhk	*living*

Immediate Review:

Practice bearing your testimony twice today. Incorporate your testimony in your meeting with your investigator.

Patterns and Phrases

	Subject	haih	Noun	ge	Object
Ngóh jīdou *I know*	Ngóhdeih *we* Yèhsōu Gēidūk *Jesus Christ* Mōyíhmùhngīng *The Book of Mormon* Yeuksāt Sīmaht *Joseph Smith*	haih	Tīnfuh *Heavenly Father* Sàhn *God* Yèhsōu Gēidūk *Jesus Christ*	ge	jáiléuih *children* Ngoijí *Beloved Son* syutwah *word* sīnjī *prophet* doibíu *representatives*
	Subject	**haih**	**Adjective**	**ge**	
	līgāan gaauwúi *this church*	haih	jānsaht *true*	ge	
	Sàhn *God* Yèhsōu Gēidūk *Jesus Christ*	haih	yùhnméih *perfect* wuhtjeuhk *alive*	ge	

	Subject	Verb	Object
Ngóh jīdou *I know*	Yèhsōu Gēidūk *Jesus Christ*	haih *is*	wuhtjeuhk *living*
	sīnjī ge syutwah *prophet's words* Mōyíhmùhngīng *The Book of Mormon*	haih *are* gaaudouh *teach* yáuh *has*	Sàhn ge syutwah *God's words* Yèhsōu Gēidūk ge syutwah *Jesus Christ's words* sīnjī ge syutwah *prophet's words*
	Tīnfuh *Heavenly Father* Yèhsōu Gēidūk *Jesus Christ*	ngoi *loves* fuhkhīngjó *restored* wúih daapfūk *will answers*	Kéuih ge jáiléuih *His children* Kéuih ge gaauwúi *His church* Ngóh ge kèihtóu *my prayers*

	Subject	Through	Noun	Verb	Object		
Ngóh jīdou *I know*	Yèhsōu Gēidūk *Jesus Christ*	taugwo *through*	Yeuksāt Sīmaht *Joseph Smith*	fuhkhīng *restored*	Kéuih ge gaauwúi *His church*		
	Sàhn *God*	taugwo *through*	Singlìhng *Holy Spirit*	wúih daapfūk *will answers*	Ngóh ge kèihtóu *my prayer*		
	Subject	**Through**	**Noun**	**Verb**	**Object**	**Verb**	**Object**
	Yeuksāt Sīmaht *Joseph Smith* Tīnfuh *Our Heavenly Father* Yèhsōu Gēidūk *Jesus Christ* līgāan gaauwúi *this church*	taugwo *through* taugwo *through*	Mōyíhmùhngīng *The Book of Mormon* Singlìhng *Holy Spirit* Suhkjeuih *the Atonement* sīnjī *prophet*	bōngjoh *help* béi *allow*	Ngóhdeih *us* Léihdeih *you (plural)*	hohkjaahp *learn* líuhgáai *understand* dākdou *obtain*	Sàhn ge syutwah *God's words* sīnjī ge syutwah *prophet's words* pìhngngōn *peace* ginjing *testimony*

Note – the "through phrase" can also go at the beginning of the sentence.

Resources: TALL VP Books, TALL Software, Dictionary, Grammar Books

Vocabulary:

Review the following vocabulary from today's in-class instruction:

Verbs

séung	*to want*
m̀h séung	*to not want*
yuhnyi	*willing to*
jipsauh	*to accept*
jouh	*to do*
tái	*to see/read*
chāamgā	*to attend*
fāan	*to return to*
ginmihn	*to meet*
gámsauhdou	*to be able to feel*
wúih	*will*
ngoi	*to love*
líuhgáai	*to understand*

Noun

gaauwúi	*church*
Mōyíhmùhngīng	*Book of Mormon*
sáiláih	*baptism*
kèihtóu	*prayer*
gātìhng	*family*
gīngmàhn	*scripture*
Sàhn	*God*
Suhkjeuih	*Atonement*
tyùhngit	*unity*

Other

tùhng	*with*
yātchàih	*together*
ganggā	*even more (more so)*

Immediate Review:

Practice extending a unique commitment to your investigator with your companion.

Phrases

Subject	Helping Verb	Invitation	?
Léih *You* Léihdeih *You (plural)*	séung m̀h séung *want not want*	jipsauh sáiláih *receive baptism* jouh kèihtóu *do prayer* tái Mōyíhmùhngīng *read Book of Mormon* (fāan)chāamgā gaauwúi *(return)attend church*	? *?*
	yuhn m̀h yuhnyi *willing not willing*		?

Other useful phrases: (Record your own)

Subject	Helping Verb	Prep Phrase	Invitation	
Léih *You* Léihdeih *You (plural)*	séung m̀h séung *want not want*	tùhng Léih ge gātìhng *with your family* tùhng Ngóhdeih *with us*	jouh kèihtóu *do prayer* tái gīngmàhn *read scriptures* ginmihn *meet*	? *?*
	yuhn m̀h yuhnyi *willing not willing*			?

Dōng	Invitation	ge sìhhauh	Blessing
Dōng *When*	Léih jipsauh sáiláih *you receive batism* Léih jouh kèihtóu *you do prayer* Léih tái gīngmàhn *you read scriptures* Léih (fāan)chāamgā gaauwúi *you (return)attend church* Léih tùhng Léih ge gātìhng yātchàih kèihtóu *you with your family together prayer*	ge sìhhauh *at that time*	Léih wúih gámsauhdou Sàhn ge ngoi *you will feel God's love* Léih wúih ganggā líuhgáai Gēidūk ge Suhkjeuih *you will better understand Christ's Atonement* Léih ge gātìhng wúih ganggā tyùhngit *your family will be more unified*

Note : * = words/phrases/concepts not previewed on TALL and/or the VP Book;
The teacher will go over them in class.

Resources: VP Book, TALL Program, Grammar Books, Dictionary

Vocabulary:

Review the following vocabulary from today's in-class instruction:

Nouns

yāt	*one (number)*
jit	*verse*
gīngmàhn	*scripture*
Aayíhmáah	*Alma*
Mōlòhláaih	*Moroni*
syū	*book*
jēung	*chapter*
seunsām	*faith*
fuigói	*repentence*
sáiláih	*baptism*
Singlìhng	*Holy Ghost*

Verbs

séung	*to want*
hó yìh	*can*
m̀h hó yìh	*can't*
fānhéung	*to share*
bōng	*to help*
duhkchēut	*to read aloud*

Other

daih	*number (cardinally)*
Ngonjiu	*according to*
mātyéh	*what*
dímgáai	*why*
Juhngyiu	*Important*

Immediate Review:

Prepare, practice, and share a scripture that answers a question your investigator in your upcoming lesson.

Phrases

Subject	Helping Verb	Verb		Objective Phrase
Ngóhdeih *We*	séung *want*	fānhéung *share*		yāt jit gīngmàhn. *a Scripture*
Léih *You*	hó m̀h hó yìh *can/can't*	bōng *help*	ngóhdeih *us*	duhkchēut yāt jit gīngmàhn? *read aloud a scripture?*

Subject	Book	#	#	Chapter	#	#	verse
Aayíhmáah *Alma*	syū *book*	daih *number*	sāamsahp yih *thirty-two*	jēung *chapter*	daih *number*	yihsahpyāt *twenty-one*	jit *verse*
Mōlòhláaih *Moroni*			sahp *ten*			sei jí ńgh *three- five*	

According to	Subject	Object	Question Phrase
Ngonjiu *According to*	Lījit gīngmàhn *this scripture*	seunsām *faith*	haih mātyéh? *is what?*
		fuigói *repent*	
		sáiláih *Baptism*	dímgáai Juhngyiu? *Why is it important?*
		Singlìhng *Holy Ghost*	

Note : * = words/phrases/concepts not previewed on TALL and/or the VP Book;
The teacher will go over them in class.

Resources: VP Book, TALL Program, Grammar Books, Dictionary

Vocabulary:

Review the following vocabulary from today's in-class instruction:

Other

gitjihng	*clean*
Hóuchíh	*similar to*
yātyeuhng	*the same*
dōu	*also/each/every*
tùhngmàaih	*and*
gám	*so*
só yíh	*therefore*
jīhauh	*after*
gān jyuh	*then*
chìh dī	*later*

Verbs

gámsauh	*feel*
jipsauh	*accept*
kèihtóu	*pray*
chàhmsī	*ponder*

Nouns

Singlìhng	*Holy Ghost*
sáiláih	*baptism*
Yeuksāt Sīmaht	*Joseph Smith*

Immediate Review:

Use the format provided in the task on page 33 to write down a story from your life or from the scriptures that you could share with your investigator in your next lesson.

Phrases

When	Subject	Verb/Object	At that time	Subject	Verb	Object
Dōng *When*	Yeuksāt Sīmaht *Jospeh Smith*	jouh kèihtóu *did prayer*	ge sìhhauh *at that time*	Kéuih *He*	gámsauh *felt*	Singlìhng *the Holy Spirit*
	Ngóh *I*	jipsauh sáiláih *accepted baptism*		Ngóh *I*		gitjihng *clean*

Similar	Subject	the same	Second Subject	Verb	Object
Hóuchíh *Similar to*	Yeuksāt Sīmaht *Joseph Smith*	yātyeuhng *the same*	Ngóh *I*	dōu yiu *also need*	seunsām *faith*
			ngóhdeih múihgo yàhn *we, everyone*		chàhmsī tùhngmàaih kèihtóu *to ponder and pray*

Transition words
gám *So*
só yíh *Therefore*
jīhauh *After*
gān jyuh *And then*
chìh dī *Later on*

Note : * = words/phrases/concepts not previewed on TALL and/or the VP Book;
The teacher will go over them in class.

Resources: VP Book, TALL Program, Grammar Books, Dictionary

Descriptive and Posessive- *Ge*

Modifier	Descriptive "ge"	Object
hóu daaih *A big*	**ge**	**jūkfūk** *blessing*
hóu hóu *A very good*	**ge**	**yi gin** *idea*
jānsaht *True*	**ge**	**Gaauwúi** *Church*

Modifier	Possessive "ge"	Object
Sàhn *God's*	**ge**	**gaaiwaahk** *plan*
Gēidūk *Christ's*	**ge**	**Suhk jeuih** *Atonement*
Ngóh *I*	**ge**	**gin jing** *testimony*

"Ge"	• **Can show descritption or posession**
	• **always placed after a modifier**

Léihdeih ge gaauwúi sēungseun dī mātyéh?

What does your church believe?

Ngóhdeih ge gaauwúi sēungseun YèhsōuGēidūk.

Our church believes in Jesus Christ.

Ngóhdeih ge gaauwúi sēungseun gātìhng haih Tīnfuh gaiwaahkge hahtsām.

Our church believes that families are central to God's plan.

Function: Describe in Past, Present, Future
Context: Giving a brief overview (street contact)

To use this principle you identify the object in the statement below and connect it with what kind of object it is using “ge”. For example: Teacher reads aloud- “A message that blesses families” the missionary replies- “A blesses families *ge* message”.

--

Commandments of God

A message about Jesus Christ

People who haven’t been baptized

A person holding the Priesthood

People I taught before

The investigator who has many concerns

The words Nephi wrote

The scripture I like

Money I have earned

People I have helped come unto Christ

Missionaries from America

Things that help you learn the gospel

Books about the Savior

People who are prepared to receive the gospel

Location - *Hái*

Ngóhdeih ge gaauwúi	**hái**	**ngàhnhòhng**	**(ge)**	**jākbīn.**
Our church	*at*	*bank*	*(descriptive)*	*side.*
Ngóhdeih ge gaauwúi	**hái**	**yàuhgúk**	**(ge)**	**seuhngbihn**
Our church	*at*	*post office*		*top / above*
Singdihn	**jipgahn**	**deihtit jaahm**		**hahbihn**
The temple	*close to*	*subway station*		*bottom*
Ngóhdeih ge gaautòhng		**gūngyúhn**		**fuhgahn**
Our chapel		*park*		*area*
Jī lyùhnwúi Jūngsām		**daaihhohk**		**chèhdeuimihn**
The stake center		*college*		*diagonal*
		bāsí jaahm		**deuimihn**
		bus station		*across*
		Mākdōnglòuh		
		McDonald's		
		chāt sahpyāt		
		7-11		

m̀h haih hóu yúhn
not very far
hóu káhn
close

Léihdeih ge gaauwúi hái bīndouh?
Where is your church?
Ngóhdeih ge gaauwúi m̀h haih hóu yúhn.
Our church is not far from here
Ngóhdeih ge gaauwúi hái bāsí jaahm ge fuhgahn.
Our church is in the area of the bus station.

Scenario

The missionaries are returning from zone conference outside of their area taking the subway home. On the subway they have a great conversation about general conference with Simon, who then asks how he can get to the stake center to watch it next week.

1. Practice: Have missionaries pair up one as Simon and the other as the missionary. Have the missionary use the vocabulary from the board display to explain to Simon about how to get to the stake center. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the purpose of the activity.)

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

• Jennifer, a less-active, has not been to church in a very long time. However, the missionaries just gave her a call to invite her to Family Home Evening and she agrees to come but says she doesn't know how to get to the church.

1. Practice: Have missionaries pair up one as Jennifer and the other as the missionary and stand back to back (emulating lack of visual during a phone call). Have the missionary use the vocabulary from the board display to explain to Roscoe how to get to the church.

2. Re-practice: Switch roles and re-practice.

• It's a major holiday and there is a ward party open to public. The missionaries run into A-sān who is very interested to find any church celebrating the holidays. However, the missionaries have an appointment in ten minutes and can't take her to the church. Thus, the best you can do, is give her directions.

1. Practice: Have missionaries pair up one as A-sān and the other as the missionary. Have the missionary use the vocabulary from the board display to explain to A-sān about how to get to the church.

2. Re-practice: Switch roles and re-practice.

Location - Where Questions

S	P + Question Word*	HV		V	O
Ngóhdeih	**hái WāanJái bīndouh**	**wúih**	**jeui fōngbihn**	**gin**	**mihn?**
We	*at WanChai where*	*will*	*most convenient to*	*meet*	*(face to face)?*
Léihdeih	**hái ūkkéi bīndouh**	**hóyíh**	**yātchàih**	**jouh**	**kèihtóu?**
Y'all	*at home where*	*can*	*together*	*do*	*prayer*
Kéuih	**heui bīndouh**	**wúih**	**jeuiyùhngyih**	**wándóu**	**chyùhngaausih?**
He/She	*go to where*	*will*	*easiest*	*to find*	*missionaries*
Léih	**hái bīndouh**	**jūngyi**		**gáau**	**wuhtduhng?**
You	*at where*	*like*		*to organize*	*activities?*
Līdouh	**hái bīndouh**			**yáuh**	**gāan gaauwúi?**
Here	*at where*			*have*	*a church*

S					O
Léihdeih ge gaauwúi/singdihn					
Your church/temple					
Gāyàhn gātìhng máahnwúi					**hái bīndouh?***
Family Home Evening					*at where*
Yīngmàhn bāan					
English Class					

S				V	
Kéuih ge gīngmàhn/síuchaakjí				**báai/fong/jāi jó**	
His/Her scriptures/pamphlet				*put*	

Léih hái bīndouh yáuh gingwo chyùhngaausih?
Where have you seen missionaries?
Hái Sāi Wàahn.
At/In West Point.

Léihdeih ge gaautòhng hái bīndouh?
Where is your chapel at?
Hái deihtit jaahm ge 'A' chēutháu.
At the subway station's 'A' exit.

1. *'Where' can be put <u>after</u> **'at'** or <u>after</u> the '**place'** if there is one.*
2. *It can also be put at the <u>end</u> of the statement as the object and <u>preceded</u> by **'at'**.*
3. *Also remember, the 'helping verb' can be placed <u>before</u> or <u>after</u> the 'Place + Question Word'.*

Function: Asking and answering questions of time, date, and location
Context: Scheduling where to meet while also confirming where things are

Scenario

The missionaries have just met A-Ling on the street and had a great conversation with her. She seems to have interest in meeting up and hearing the message. The missionaries then invite her and now are ready to set a location to meet.

1. Practice: Have missionaries pair up one as A-Ling and the other as the missionary. Have the missionary use the board display principles to schedule a location to meet again with A-Lihng. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the purpose of the activity.)

2. Re-practice: Switch roles and re-practice. w

Additional Scenario(s)

• The missionaries have just contacted Kevin, who grew up with no religious background but recently has been quite interested in finding a church to learn more about Christianity. However, he lives outside of the missionaries area and wants to know where he can find the missionaries in his home city here in Hong Kong.

1. Practice: Have missionaries pair up one as Barry and one as the missionary. The missionary playing Kevin should use the board display to pose questions in trying to find out how to best find the missionaries in his home city. The missionary playing the missionaries, should then use the board display to direct him in the best possible way of finding the church
and missionaries in Kevin's home city.

2. Re-practice: Switch roles and re-practice.

• It's Monday and the missionaries have been contacted by members who left a message asking where the Family Home Evening hosted by the missionaries will be. On top of that, their investigator Raymond just called saying he lost his Book of Mormon at the church. Thus, the missionaries first resolve where Raymond lost his Book of Mormon and then begin calling back the members to answer their question.

1. Practice: Have missionaries get in pairs, one as Raymond and the other as a missionary. Have the missionary use the board display to find out where Raymond thinks he left his Book of Mormon. Then have the missionary playing Raymond shift to playing a member and when the missionary calls him, the member should then use the board display to ask where Family Home Evening will be held.

2. Re-practice: Switch roles and re-practice.

Léih(deih)	**séung (m̀h séung)**	**fāan**	**gaauwúi?**
You(pl.)	*want (not want)*	*come/return*	*church*
Léih(deih)	**wúih (m̀h wúih)**	**lèih**	**Gāyàhngātìhng máahnwúi?**
You(pl.)	*will (will not)*	*come*	*Family Home Evening meeting*
Léih	**séung (m̀h séung)**	**tái**	**MōYíhmùhngīng?**
You	*want (not want)*	*read*	*The Book of Mormon*
Ngóh(deih)	**jūng (m̀h jūng) yi***	**jouh**	**kèihtóu?**
I(pl.)	*like (not like)*	*do*	*prayer*
	hó (m̀h hó) yíh*	**tēng**	**ngóhdeih ge seunsīk?**
	can (can't)	*listen*	*our message*
	yuhn (m̀h yuhn) yi*		
	willing (not willing)		

Léih yuhn m̀h yuhn yi tái MōYíhmùhngīng?
Are you willing to read the Book of Mormon?
Ngóh yuhnyi.
Yes.
Ngóh m̀h yuhnyi.
No.

Léih yuhn m̀h yuhn yi jouh kèihtóu?
Are you willing to pray?
Ngóh yuhnyi.
Yes.
Ngóh m̀h yuhnyi.
No.

In order to respond to a question, either the positve or negative form of the verb is repeated.
If, when asking a question, the helping verb contains more than one syllable then just say the first syllable and then **m̀h followed by the full verb.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Asking questions about invitations

Scenario

Having shared all the necessary lessons with their progressing investigator, Chace, the missionaries are preparing to meet with him to run through baptismal interview questions. More specifically, the missionaries want to recommit Chace to all the commitments and commandments extended to him to keep previously. Doing so will ensure that Chace understands what he is expected to do and will be prepared to face an interview.

1. Practice: Have each missionary pair up with another missionary. Then have the missionaries pull out a teaching record. Instruct them to practice using the board display to extend each of the commitments from the teaching record to each other, with one playing the investigator first and then switching. Also have them ask follow-up questions about some of the commitments (i.e., if they like keeping a certain commitment). (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the missionary purpose of this activity.)

2. Re-practice: Rotate companions and then repeat the practice.

Additional Scenario(s)

• The missionaries have scheduled to meet with a former investigator that seems to be excited to meet again with the missionaries.

1. Practice: Have each missionary choose a former investigator from their Area Book. Then have them pair up, one playing the former investigator and the other being the missionary. Then have the missionary use the board display to ask yes/no questions to better understand the former investigators' interest in coming to Christ. Example questions:

a. Did you like meeting with missionaries?
b. Did you want to go to church again?
c. Would you like to learn more?
d. Can we keep teaching you?

2. Re-practice: Rotate companions and then repeat the practice.

• At the ward correlation meeting, the ward mission leader wants to know more about your investigator.

1. Practice: Pair up missionaries. Then have one play the ward mission leader asking about the investigators, while the missionary responds.

2. Re-practice: Switch roles and re-practice.

Aspect - *Yìhgā*

Ngóhdeih *We*	**yìhgā** *currently/presently*	**wúih** *will*	**gaau** *teach*	**Gauyān gaiwaahk** *Plan of Salvation*
Léih (deih) *You (pl.)*	**yìhgā** *currently/presently*	**wúih** *will*	**hohk** *to learn*	**Gwóngdūngwáh** *Cantonese*
Wòhng lóuhsī *Teacher Wong*		**hóyíh** *can*	**jouh** *to do*	**fuhkhīng fūkyām ge seunsīk** *the message of the restoration*
Chàhn Hīngdaih *Brother Chan*	**gāmyaht*** *today*		**tái/duhk** *to see/read*	**Yèhsōu Gēidūk ge fūkyām** *the gospel of Jesus Christ*
Kéuihdeih *They*	**tīngyaht** *tomorrow*		**fānhéung** *to share*	**goyàhn yìhnduhk** *personal study*
Chyùhngaausih *Missionaries*	**chìhdī** *later*		**wānjaahp**	**tùhngbuhntyùhn yìhnduhk** *companionship study*
				yúhyìhn yìhnduhk *language study*
				Syūngóng Ngóh dīk Fūkyām *Preach My Gospel*
				mātyéh/mēyéh *what?*

Ngóhdeih yìhgā hóyíh jouh mēyéh?
What can we do now?
Léihdeih yìhgā hóyíh tái Syūngóng Ngóh dīk Fūkyām.
You (pl.) now can read Preach My Gospel.
Léihdeih yìhgā hóyíh jouh tùhngbuhntyùhn yìhnduhk.
You (pl.) now can do companionship study.

*Other time words (provided in the box) would be appropriate to insert as aspect markers in these sentences

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching a class (gospel principles, Sunday school, Priesthood/Relief Society, etc.)

Scenario

The missionaries have just been told at church that they will be teaching Missionary Prep Sunday School class in five minutes without any previous notice. With everyone in the class staring at them waiting for something profound, the missionaries decide to share about the different study periods missionaries have and begin introducing it.

1. Practice: Have each companionship pair up with another companionship. Then have one companionship play the missionaries teaching the class while the other companionship acts as the audience. The missionaries teaching should use vocabulary and grammar from the board display to introduce the topic of discussion alternating sentence at a time. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the purpose of the activity.)

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

• The missionaries have just gone on 24 hour exchanges and they have been paired up with Elder/Sister Moreno a missionary fresh from the MTC, green as can be.

1. Practice: Have missionaries pair up one as Elder/Sister Moreno and the other as the seasoned missionary. Have the seasoned missionary use the vocabulary from the board display to plan out what they will be doing during this exchanges.

2. Re-practice: Switch roles and re-practice.

• The missionaries are assisted by Peter Parker, a member fellowshipper. However, he is curious to what missionaries teach nowadays with Preach my Gospel out. Peter is a return missionary from the memorized discussion days.

1. Practice: Have missionaries pair up one as Peter and the other as the missionary. Have the missionary use the vocabulary from the board display to share with Peter what the missionaries now teach.

2. Re-practice: Switch roles and re-practice.

• While the missionaries are teaching their investigator Cherri, they feel prompted to change the direction of the lesson by telling their investigator that they will now pray/read the scriptures together.

1. Practice: Have missionaries pair up one as Cherri and the other as the missionary. Have the missionary use the principles from the board display to change the direction of the lesson.

2. Re-practice: Switch roles and re-practice.

Because

	Yānwaih *Because*	Sàhn ngoi ngóhdeih *God loves us,*	só yíh *therefore*	Kéuih jiuhwuhn SīnJī. *He calls prophets.*
Haih, *Yes,* **m̀hhaih,** *No (is not),*	**Yānwaih,** *Because*	**Sàhn ngoi ngóhdeih,** *God loves us,* **Ngóhdeih haih Sàhn ge jáileúih,** *We are God's children* **Sàhn seúng bōng ngóhdeih** *God wants to help us*	**só yíh** *therefore*	**Kéuih waih ngóhdeih jéunbeih jó gauyān gaiwaahk** *He for us prepared the plan of salvation* **Kéuih séung ngóhdeih jīdou Kéuih ge jíyi** *He wants us to know His will* **Kéuih séung bōng ngóhdeih** *He wants to help us* **Kéuih wúih daapfūk ngóhdeih ge kèihtóu** *He will answer our prayers* **Kéuih háauyihm ngóhdeih** *He tests us* **Kéuih béi Keúih ge Duhksāngjí, Yèhsōu Gēidūk béi ngóhdeih** *He gave His Only Begotten Son, Jesus Christ to us* **Kéuih béi Singlìhng ngóhdeih** *He gives the Spirit*

Dímgáai Sàhn jiuhwuhn SīnJī?

Why does God call prophets?

Yānwaih Sàhn seúng ngóhdeih jīdou Keúih ge jíyi, sóyíh Keúih jiuhwuhn SīnJī.

God calls prophets because He wants us to know His will.

*In order to ask questions in this board display, just put **dímgáai**(why) before the subject of these sentences, such as in the example below.*

Function: Asking and answering questions of cause and effect
Context: God is our loving Heavenly Father

Scenario

A-Fai has just started meeting with the missionaries and has some questions for them after being taught about God being our Loving Heavenly Father.

1. Practice: Have missionaries pair up one as A-Fai and the other as the missionary. Have them use the vocab from the board display to teach them “God is Our Loving Heavenly Father.” Have each missionary (playing the investigator) think of 3 “why” questions they will ask the missionaries as they are taught about God. Instruct the missionaries to use *Yān waih... só yíh* in their responses. Help the missionaries with any unknown vocabulary. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the purpose of the activity.)

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

A-Lihng, a less-active, has some concerns with why God would allow certain trials to come to us and is wondering if God even loves us. Missionaries, using their amazing *Yān waih... só yíh* skills help A-Lihng come to better understand her relationship with God.

If

<u>Yùhgwó</u> *If*	**léih** *you*	**jouh kèihtóu** *do prayer,*	**Sàhn** *God*	**(<u>jauh</u>)** *then*	**wúih** *will*	**daapfūk léih.** *answer you.*
Yùhgwó *If*	**ngóhdeih** *we*	**tái Mōyíhmùhngīng** *read the Book of Mormon*	**ngóhdeih** *we*	**(jauh)** *then*	**hóyíh** *can*	**dākdou jānjing ge faailohk** *obtain real happiness*
	léihdeih *you all*	**jouh kèihtóu** *do prayer*	**léihdeih** *you (pl)*		**wúih** *will*	**yihngsīk Sàhn dōdī** *know God more*
		fuigói *repent*				**jīdou Sàhn deui léih ge jíyi** *know God's will towards you*
		jipsauh sáiláih *receive baptism*	**ge wá** *“say”*			**dākdou fūnsyu** *obtain forgiveness*
		jēunsáu gaaimìhng *keep the commandments*				**gámsauhdou pìhngngōn** *feel peace*
						gámsauhdou Sàhn ge ngoi *feel God’s love*
						jānggā léih ge seunsām *increase your faith*

Ngóhdeih dímyéung hóyíh yihngsīk Sàhn dōdī?
How can we know God more?
Yùhgwó léih jouh kèihtóu ge wá, léih jauh wúih yihngsīk Sàhn dōdī.
If you do prayer, you then will know God more.
Yùhgwó léih tái Mōyíhmùhngīng , léih jauh wúih yihngsīk Sàhn dōdī.
If you read the Book of Mormon, you then will know God more.

**ge wá is used as a comma between the cause and effect, it is optional.*
*In order to ask questions in this board display, leave off the “if” phrase, and put **dím yéung** in place of **jauh**, such as in the example above.*

Function: Asking and answering questions of cause and effect
Context: Promising blessings

Scenario

A-Keung has been meeting with the missionaries and is progressing as an investigator. As the missionaries, you would like to invite (or reinvite) them to the commitments below, focusing on promising blessings that come from keeping the commitment.

a.) Read the Book of Mormon
b.) Pray
c.) Come to church
d.) Be baptized
e.) Keep the (commandment(s))

1. Practice: Have missionaries pair up one as A-Keung and the other as the missionary. Have them use the vocab from the board display to promise blessings to the investigator. Have each missionary (playing the investigator) think of a "how" question they will ask the missionaries regarding each separate commitment. Instruct the missionaries to use the If… then… (*Yùhgwó… jauh…*) statement in their responses and promise at least one blessing that comes from keeping that commitment. Switch roles and re-practice. Help the missionaries with any unknown vocabulary. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the purpose of the activity.)

2. Re-practice: Switch roles, then rotate companions and repeat the practice activity.

Additional Scenario(s)

A-Sān, a less-active, has some concerns with the why God would make us keep commandments and is wondering what comes from obedience. Missionaries can then use their If… then… (*Yùhgwó… jauh…*) skills to help A-Sān remember why keeping commandments/commitments bring about blessings.

When

Dōng *When*	**GēiDūk hái saiseuhng** *Christ on the earth*	**ge sìhhauh,** *at that time,*	**Kéuih** *He*	**ginlaahpjó Kéuih ge gaauwúi.** *established His Church.*
Dōng *When*	**GēiDūk hái saiseuhng** *Christ on the earth* **Gaujyú chyùhndouh** *The Savior's mission* **Léih tēng fūkyām** *You listen gospel* **Kéuih jouh kèihtóu** *He do prayer*	**ge sìhhauh,** *at that time,* *or* **gójahnsìh** *at that moment,*	**Kéuih** *He* **dī yàhn** *the people* **Léih** *You*	**jiuhwuhnjó sahpyìh go sitòuh** *called twelve apostles* **jouhjó hóudō kèihjīk** *did many miracles* **waih ngóhdeih suhkjeuih** *in behalf of us atone* **kéuihjyuhtjó Kéuih** *rejected Him* **jipsauhjó Kéuih ge daapngon** *receive his answer* **jouh jó mātyéh?** *did what?*

Dōng GēiDūk hái saiseuhng ge sìhhauh, dī yàhn yáuhmóuh kéuihjyut Kéuih?
When Christ was on the earth at that time, did people reject Him?
Yáuh, Dōng GēiDūk hái saiseuhng ge sìhhauh, dī yàhn kéuihjyutjó Kéuih.
Yes, when the Savior was on the earth, the people rejected Him.

Scenario

The missionaries have just met A-yān and she is quite unfamiliar about Christianity. Her first questions were “Why do you westerners all believe in Jesus? What did He do that is so valuable to you in believing in Him?

1. Practice: Have missionaries pair up one as the investigator and the other as the missionary. Have the missionary playing the investigator ask questions about Christ while the other missionary answers the questions by helping them understand what Christ did when he was on the earth using the board display. Have them use the When (Dōng) principle to share about Christ. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the missionary purpose of this activity.)

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Upon meeting Johnny, he lets you know that he is wondering why his children are so anxious to go to the church sponsoring their primary school. He grew up believing in nothing. Using your When (Dōng) abilities, you help this man understand more why his children are drawn to Christianity and, thus, open him up for the opportunity to be taught more.

1. Practice: Have missionaries pair up one as the investigator and the other as the missionary. Have the missionary playing the investigator ask questions about church while the other missionary answers the questions by helping them understand how church will help his children using the board display. Have them use the When (Dōng) principle to share about Christ. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the missionary purpose of this activity.)

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Jihkjyuh *Through*	**Singlìhng ge lihkleung,** *power of the Holy Ghost,*	**léih** *you*	**hóyíh** *can*	**jīdou** *know*	**yātchài sihchìhng ge jānsahtsing.** *truth of all things.*
Jihkjyuh *Through*	**Singlìhng** *Holy Ghost*	**Sàhn** *God*	**hóyíh** *can/may*	**gaaudouh** *teach*	**jānléih** *truth*
Taugwo *Through*	**ngóhdeih ge gámgok** *our feelings*	**ngóh(deih)** *I (we)*	**wúih** *will*	**daap fūk** *to answer*	**ngóh(deih) ge kèihtóu** *my (our) prayers*
	fāan gaauwúi *going to church*	**léih(deih)** *you (you all)*	**làhnggau** *able*	**wohkdāk** *obtain*	**jíyáhn** *direction*
	líhngsauh singchāan *partake the sacrament*	**Singlìhng** *Holy Ghost*		**daap fūk** *to answer*	**léih** *you*
	duhk Mōyíhmùhngīng *read the Book of Mormon*			**gámsauh** *to feel*	**Singlìhng** *the Spirit*
	jipsauh sáiláih *receive baptism*				

dímyéung
how

Sàhn wúih dímyéung daapfūk ngóh ge kèihtóu?
How will God answer my prayer?
Jihkjyuh Singlìhng, Sàhn wúih daapfūk léih ge kèihtóu.
God will answer your prayers through the Holy Ghost.

**As you can see, there are several different ways of saying ‘through’. Also, the through phrase can come after the subject of the sentence instead of before it.*
***To create questions in this board display, drop the “through” and the following subject and place dímyéung before the verb, like the question below.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Pray to know the truth through the Holy Ghost

Scenario

The missionaries have just taught the message of the Restoration to A-màhn and would like to teach him how he can know the truth.

1. Practice: Have each missionary pair up, one being the investigator, A-màhn, and the other teaching him how the investigator can know truth from the board display vocabulary.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

The missionaries are sharing the message with Lillian, who is studying philosophy at the local university. During the first lesson while the missionaries are bearing testimony about God, she interrupts them and says, “How can you know that? You’ve never seen God or heard Him speak, so there’s no way you can know!” Have your missionaries use sentences from this board display and other vocabulary to first respond to Lillian’s concern, and then to teach and invite Lillian to find out for himself whether God exists.

1. Practice: Have each missionary pair up, one being the investigator, Lillian, and the other teaching and testifying to him.

2. Re-practice: Switch roles and re-practice.

Although

Sēuiyìhn	léih yáuh hóu dō tīujin	daahnhaih	Sàhn sìhsìh dōu wúih jīchìh léih.
Although	*you have many trials,*	*nevertheless*	*God will always support you.*
Sēuiyìhn	**Ngóhdeih m̀h haih yùhnméih ge louhsī**	**daahnhaih**	**Ngóhdeih jī dou Gēi Dūk ge suhkjeuih wúih bōng léih**
Although	*We aren't perfect teachers*	*nevertheless*	*We know Christ's atonement will help you*
	Léih ge pàhng yáuh m̀h jūngyi léih fāan gaauwúi		**Léih jihgéi yiu kyutdihng heui m̀h heui gānchèuih Sàhn**
	Your friends don't like you coming to church		*You need to decide for yourself if you will follow God*
	Léih ge háauyihm hóu kwanlàahn		**Léih juhng yiu yáuh seunsām**
	Your trial is very difficult		*You still need to have faith*
	Léih góng léih mouh sìhgaan tái Mōyíhmùhngīng		**tái ngh fānjūng dōu wúih bōngjoh léih**
	You say you don't have time to read the Book of Mormon		*reading even 5 minutes will help you*
	Ngóhdeih tái m̀hdóu Sàhn		**Ngóhdeih dōu sēuiyiu jouh kèihtóu**
	We can't see God		*We still need to pray **

Sàhn dímgáai yiu háauyihm ngóhdeih?

Why does God need to test us?

Sēuiyìhn Sàhn yiu háauyihm ngóhdeih, daahnhaih Sàhn sìhsìh dōu wúih jīchìh léih.

Although God needs to test us, nevertheless God will always support you.

**Sēuiyìhn can also be match with dōu(meaning still) by placing it in the second clause. When using dōu daahnhaih can be omitted.*

Scenario

The missionaries have been teaching Ronny their progressing investigator for a while. However, he recently has been giving a lot of excuses to why he can't keep commitments. Thus, the missionaries begin resolving his concerns.

1. Practice: Have each missionary pair up with another missionary. One will play Ronny while the other plays the missionary. Have the missionary playing Ronny make excuses (e.g. too many trials, friends don't like you
coming to church, too much homework, etc.) Then have the missionary teaching him resolve the concern using the board display. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the missionary purpose of this activity.)

2. Re-practice: Then switch roles and re-practice.

Additional Scenario(s)

• The missionary companionship has been having some issues lately. Elder/Sister Jeter just seems to not want to work anymore. He/She feels missionary work is just too hard and asks why God doesn't make it any easier if it's true.

1. Practice: Have each missionary pair up with another missionary, one playing Elder/Sister Yorke and the other playing his/her companion. Have the missionary playing Elder/Sister Jeter think of and share challenging
concerns missionaries may face. The companion of Elder/Sister Jeter should then resolve the concern using the board display.

2. Re-practice: Switch and re-practice.

No Matter

<u>Mòuhleuhn</u> *No matter*	**Léih yáuh géidō gūngfo** *how much homework you have*	**Léih <u>dōu</u> yiu tái gīngmàhn.** *you still need to read the scriptures.*
Mòuhleuhn *No matter*	**Léih haih bīngo** *Who you are*	**Sàhn dōu ngoi léih** *God still loves you*
	Léih yáuh mātyéh háauyihm *What trials you have*	**Tīnfuh séung léih sìhngjéung tùhng jeunbouh** *Heavenly Father wants you to grow and progress*
	Léih hái bīndouh waahkjé géisìh jouh kèihtóu *When or where you pray*	**Tīnfuh wúih tēng léihge kèihtóu** *Heavenly Father will hear your prayer*
	Léih yáuh mātyéh háauyihm *What trials you have*	**Gēi Dūk dōu wúih líuhgáai léih ge chìhngfong** *Christ will understand your circumstance*

Mòuhleuhn Léih haih bīngo Tīnfuh séung léih sìhngjéung tùhng jeunbouh.

No matter who you are, Heavenly Fater wants you to grow and progress.

Mòuhleuhn Léih yáuh mātyéh háauyihm Gēi Dūk dōu líuh gáai léih ge chìhngfong.

No matter what trials you have, Christ understands yoru circumstance.

Scenario

The missionaries have been visiting with Jamie a less active for some time. The missionaries can tell that they have earned her trust and that she has began opening up to why she doesn’t go to church anymore.

1. Practice: Have each missionary pair up with another missionary, one playing the missionary and the other playing Jamie. Have the missionary playing Jamie think of and share concerns that would keep someone from
coming back to church. The missionary visiting Jamie should then resolve the concern using the board display.

2. Re-practice: Switch and re-practice.

(Ngon)jiu	**Iī jit gīngmàhn,**	**seunsām**	**haih mātyéh?**
According to	*this scripture,*	*faith*	*is what?*

(Ngon)jiu	**Iī jit gīngmàhn,**	**fuigói**	**haih mātyéh?**
According to	*this scripture*	*repentance*	*is what*
Gān geui	**LèihFēi ge wah,**	**sīnjī**	
According to	*Nephi's words*	*prophet*	
	Aayíhmáh ge gaaudouh,	**yàhnngoi**	**Dímgáai gám juhngyiu?**
	Alma's teachings	*charity*	*why so important*
		seunsām	
		faith	
		Yèh Sōu Gēi Dūk	**Dímyéung bōng ngóhdeih?**
		Jesus Christ	*how help us*
		Kèihtóu	
		prayer	

Deui léih làih góng
According to you…
(In your opinion…)

Deuiyū	**Iī jit gīngmàhn,**	**léih**	**dím tái?**
In regard to	*this scripture*	*you*	*how (do you) see it*
Gwāan yū	**seunsām,**	**kéuih**	
About	*faith*	*he/she*	
	sáiláih		**yáuh mātyéh táifaat?**
	baptism		*have what way of seeing it*

Ngonjiu Iī jit gīngmàhn, sīnjī haih mātyéh?
According to this scripture, what is a prophet?
Ngonjiu Iī jit gīngmàhn, sīnjī haih Sàhn hái saiseuhng ge faatyìhnyàhn.
According to this scripture, a prophet is god’s spokesman on earth.

Function: Asking and answering questions of contrasting attitudes, emotions,and feelings
Context: Asking questions about a scripture

Scenario

At church last week, the Lau family (members) asked the missionaries to come to their family home evening and share their two favorite scriptures with them in their home.

1. Prepare: Have your missionaries write down two recent favorite scriptures.

2. Practice: Have your missionaries practice using vocabulary and grammar from the board display to practice with their companion how they will share each scripture and what questions they will ask about it.

3. Re-practice: Once they have practiced sharing each scripture, have them pair up with another missionary and re-practice as if they are sharing their scriptures with the member family. (Also state that although this practice
will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the missionary purpose of this activity.)

Additional Scenario(s)

The missionaries are making evening phone calls to attempt to contact their progressing investigators. They happen to get a hold of their investigator Stylo, who is having a tough day and asks how God helps missionaries get through tough days. The missionaries share their favorite scriptures with Stylo and help him to understand that God's love can be felt through scriptures.

1. Practice: Have each missionary pair up, one being Stylo and the other being the missionary helping him. Using this board display have the missionary share a favorite scripture with the investigator. Switch roles.

2. Re-practice: Rotate companions and then repeat the practice.

Open-Ended Questions: How and Why

Léih	dímgáai	háng		tēng	ngóhdeih ge seunsīk?
You	*why*	*willing*		*listen*	*us (our) message?*
Ngóh(deih)	**dímgáai**	**hóyíh**	**dímyéung**	**dākdóu**	**Sàhn ge ngoi**
I/Me(We/Us)	*why*	*can*	*how*	*obtain*	*God's love*
Léih(deih)		**wúih**		**gámsauh**	**syūfuhk ge gámgok**
You(Y'all)		*will*		*feel*	*comfortable feeling*
Kéuih(deih)		**jūngyi**		**hohksīk**	**sān ge yéh**
He/She/It(They/Them)		*desire/like*		*learn*	*new stuff*
Sàhn		**séung**		**sāudóu**	**léih ge daapngon**
God		*want*		*receive*	*your answer*
MōYíhMùhnGīng		**yuhnyi**		**heui**	**Ngóhdeihge ginmihn**
Book of Mormon		*willing*		*go*	*to our meeting//appointment*
Sīnjī		**sēuiyiu**		**duhk/tái**	**sīnjī ge syut wah**
Prophet		*need*		*read*	*prophet's words*
				bōng	**ngóhdeih ge sāngwuht**
				help	*us (our) life*
				béi	**kéuihdeih ge gīngyihm**
				give	*their experiences*
				yáuh	**tīujin/kwanlàahn/háauyihm**
				have	*challenges/difficulties/trials*

Léih séung dímyéung dākdóu léih ge daapngon?
How do you want to obtain your answer?
Ngóh séung Sàhn béidī jinggeui ngóh.
I want God to give some evidence to me.
Sàhn hóyíh dímyéung bōng léih ge sāngwuht?
How can God help your life?
Sàhn hóyíh bōng ngóh faaidī wán fahn gūng.
God can help me find a job faster.

Ngóhdeih dímgáai sēuiyiu yáuh Sàhn ge syutwah?
Why do we need to have God's words?
Yānwaih Sàhn ge syutwah wúih béi jíyáhn ngóhdeih.
Because God's words will give guidance to us.
Dímgáai kéuih jūngyi tái gīngmàhn?
Why does he/she like to read scriptures?
Yānwaih gīngmàhn hóyíh ngōnwai kéuih.
Because scriptures can comfort him/her.

**Like all question words, to understand where to place the question word look where it would come in a regular statement. (see pgs. 329-332 Cantonese: A Comp. Grammar) However, for "why" questions, they may be placed before or after the subject but more likely before it. As for "how" questions, they may be placed before or after the HV(helping verb) but more likely after it.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Questions to check for understanding (allowing investigators to open up)

Scenario

The missionaries have been teaching Wong Síujé their progressing investigator for a few weeks. However, she seems to be too golden to be true. On the surface she seems to accept everything and is keeping commitments. Thus, the missionaries decide that it would be best if they asked her some questions that would confirm for understanding and also help her open up. After doing so, the missionaries come to better understand that Wong Síujé really is just a great investigator.

1. Practice: Have each missionary pair up with another missionary. One will play Wong Síujé while the other plays the missionary. Have the missionary playing Wong Síujé think of deeper reasons for wanting to live the gospel. Then have the missionary teaching her ask 'how' questions to get to know her reasons for keeping commitments using the board display. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish their missionary purpose.)

2. Re-practice: Switch roles and re-practice. Then switch companions and re-practice asking 'why' questions.

Additional Scenario(s)

• The missionaries have been meeting with Wayne and his little brother Bruce for a month but they seem to both have different concerns holding them back from progressing. The missionaries decide to check for understanding through just talking to them while at a ward activity that they have invited them to.

1. Practice: Have each companionship pair up with another companionship, one playing the missionaries and the other playing Wayne and Bruce. Have the missionaries split and practiced better understanding their investigators through 'how' and 'why' questions in a casual activity setting. Those playing the investigators should think of realistic concerns that would keep someone from progressing and respond in a like manner.

2. Re-practice: Switch and re-practice.

• Elders/Sisters Cook and Hintze just got put together for 24/hour exchanges. To better get to know each other, they decide to have a question game during lunch focused on their reasons for serving a mission for God. They also hope to understand each other's motives for living the gospel and keeping the commandments.

1. Practice: Have each missionary pair up with another missionary. Then have each missionary think of two 'how' and two 'why' questions to ask the other missionary using the board display then start the practice. Make sure that they portray themselves as they are sharing their answers to the questions.

2. Re-practice: Switch and re-practice.

In Order To (Purpose Clause)

Sàhn	**waihjó**	**fuhkhīng Kéuih ge fūkyām,**	**jiuhwuhnjó yāt wái sīnjī**
God	*for the sake of*	*restore His gospel,*	*called a prophet.*
Sàhn	**waihjó**	**béi ngóhdeih jīdou kéuih ge jíyi**	**jiuhwuhnjó yāt wái sīnjī**
God	*for the sake of*	*let us know His will*	*called a prophet*
Yeuksāt Sīmaht		**dākdou yātgo daapngon**	**jouhjó kèihtóu**
Joseph Smith		*obtain an answer*	*did prayer*
Tīnfuh			**duhkjó gīngmàhn**
Heavenly father			*studied scriptures*

Note: To ask a question in this sentence patter replace the phrase above with **mātyéh.** *(See below)*

Sàhn jiuhwuhnjó yāt go sīnjī	**làih(lèih)**	**fuhkhīng Kéuih ge fūkyām.**
God called a prophet	*in order to*	*restore His gospel.*
Tīnfuh jiuhwuhnjó sīnjī	**làih(lèih)**	**bíudaaht kéuih deui ngóhdeih ge ngoi**
Heavenly Father called prophets	*in order to*	*show His love for us*
		bōngjó ngóhdeih jīdou kéuih ge jíyi
		help us know His will

Note: To ask a question in this sentence pattern replace the phrase above with **mātyéh.** *(See below)*

Yeuksāt Sīmaht waihjó mātyéh jouh kèihtóu?
For what purpose did Joseph Smith pray for?
Yeuksāt Sīmaht waihjó dākdou yātgo daapngon jouh kèihtóu.
Joseph Smith prayed to receive an answer.

Tīnfuh dímgáai yiu jiuhwuhn sīnjī?
Why does Heavenly Father need to call prophets?
Tīnfuh jiuhwuhn sīnjī làih(lèih) bíudaaht kéuih deui ngóhdeih ge ngoi.
Heavenly Father calls prophets to show His love for us.

Function: Asking and answering questions of cause and effect
Context: The Restoration of the gospel of Jesus Christ

Scenario

The missionaries are meeting with their investigator A-Sam for the first time and have just finished sharing about the apostasy.

1. Practice: Have each missionary pair up, one being the investigator, Johannes, and the other as the missionary. Have them teach each other about the restoration using the 'in order to' principle while asking what and why questions. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the missionary purpose of this activity.) Switch roles.

2. Re-practice: Rotate companions and then repeat the practice.

Additional Scenario(s)

The missionaries are sharing the message with a less active member, Rocky, who has just lost his job and doesn't understand why the restoration is important to him. Through using the 'in order to' principle the missionaries are then able to help him understand how much was done for him and it inspires him to come back unto Christ and the gospel.

1. Practice: Have each missionary pair up, one being Rocky and the other being the missionary helping him. Use the 'in order to' principle to refresh the message of the restoration while answering the why and what questions of the less active. Switch roles.

2. Re-practice: Rotate companions and then repeat the practice.

Time and Date

Léih *You*	**gāmgo** *this*	**sīngkèihyaht** *Sunday*	**jīujóu** *morning*	**gáu dím(jūng)** *9:00*	**yuhn(m̀h yuhn)yi** *willing (not willing)*	**lèih gaauwúi?** *come to church*
Léih *You*	**hahgo** *next*	**sīngkèihyāt** *Monday*	**jīujóu** *morning*	**gáu dím gáu** *9:45*	**yuhn (m̀h yuhn) yi** *willing (not willing)*	**jipsauh sáiláih?** *receive baptism*
	gāmgo *this*	**sīngkèihyìh** *Tuesday*	**ngaanjau** *afternoon*	**yātdím** *1:00*		**tùhng ngóhdeih ginmihn?** *meet with us*
	lèihgán *this coming*	**sīngkèihsāam** *Wednesday*	**yehmáahn** *evening*	**léungdím** *2:00*		
		tīngyaht *tomorrow*		**ńghdím** *5:00*		**chāamgā Làhm hīngdaih ge sáiláihwúi?** *attend Brother Lam's baptism*
		hauhyaht *day after tomorrow*		**chātdím bun** *7:30*		**pùih ngóhdeih ge yeukwuih?** *accompany us on our appointment*
		yāt yuht *January*		**yāt houh** *1st*		
		yìh yuht *February*		**sahpyih houh** *12th*		**yīuchíng léih ge mùihmúi fāan gaauwúi?** *invite your little sister to come to church*
Léihdeih *Y'all*	**hóyíh** *can*	**géi sìh** *when*				**yauh gin mihn?** *again see face(meet)*
Kéuih *He/She*	**wúih** *will*	**géi dím** *what time*				**joi yeuk sìhgaan?** *again schedule time*
Ngóhdeih *We*	**làhnggau** *able*	**bīn go sìh gaan/hauh** *Which time*				**dábéi léih?** *give call you*

Léih tīngyaht baat dím jūng yuhn m̀h yuhn yi tùhng ngóhdeih ginmihn?

Will you meet with us tomorrow night at 8:00?

Yuhnyi.

Yes.

Hólàhng m̀h haih hóu fōngbihn.

That might not be too convenient.

Léih ńgh yuht yìhsahp houh yuhn m̀h yuhn yi jipsauh sáiláih?

Will you be baptized on May 20th?

Ngóh yuhnyi.

I will.

Ngóh gokdāk ngóh meih jéunbeihhóu.

I don't think I'm ready yet.

Notice that in Chinese we say time from big to little (year, month, day, time of day, time). Also remember 'HV' is interchangeable before or after the 'T'.

Function: Asking and answering questions of time, date, and location
Context: Invitations

Scenario

The missionaries just had a great meeting sharing the message of the Restoration with A-Lìhng and are preparing to extend an invitation involving a specified time. For example, some of their invitations could be:

a. Will you meet with us this Thursday night at 7:00 PM?
b. Will you read 3 Nephi 11 before tomorrow afternoon?
c. Will you pray tonight?
d. Will you come to church with us this Sunday at 9:00 AM?
e. Will you prepare to be baptized on July 4th?

1. Practice: Have each missionary pair up with another missionary with one playing A-Lìhng, and the other the missionary extending the invitation using the board display and planners to help them. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the purpose of the activity.)

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

• The missionaries are on the bus to a district meeting. On the bus they meet Yoshimi, a banker who has expressed interest in learning more about your church.

1. Practice: Have missionaries pair up one as Yoshimi and the other as the missionary. Have the missionary use the board display to schedule another time to meet with her again.

2. Re-practice: Switch roles and re-practice.

• While contacting on the street, the missionaries meet Neko, who apparently was a former investigator. She informs you that she really enjoyed meeting with the missionaries and was also preparing to be baptized until she was offered a scholarship to study abroad. She left forgetting to tell the missionaries. Thus, the missionaries don't want to let this happen again and they are prepared to schedule her and invite her to prepare to be baptized again.

1. Practice: Have missionaries pair up one as Neko and the other as the missionary. Have the missionary use the board display to quickly invite Neko to once again meet with the missionaries on a specific day and to prepare herself to be baptized also on a specific date.

2. Re-practice: Switch roles and re-practice.

Before and After

Aadōng tùhng Hahwā jeuihlohk *Adam and Eve fell,*	**jī chìhn** *before that*	**kéuihdeih** *they*	**hóu mòuhjī** *were ignorant*
Aadōng tùhng Hahwā jeuihlohk *Adam and Eve fell*	**jī chìhn,** *before that*	**kéuihdeih** *they*	**m̀h hóyíh sāang jáiléuih** *couldn't have children*
Ngóhdeih làih dou saiseuhng *We came to earth*	**jī hauh,** *after that*	**ngóhdeih** *we*	**m̀h làhnggau séi** *couldn't die*
			m̀hwúihgámsauh bēisēung *couldn't feel sorrow*
			m̀hwúihgámsauh héilohk *couldn't feel joy*
			tùhng Sàhn yātchàih jyuh *lived with God*
			sīkfān sihnngok *could tell good from evil*
			wúih mihndeui séimòhng *will face death*
			beih góncheūt Yīdīnyùhn *were cast out of the Garden of Eden*
			dākdou gwatyuhkge sāntái *obtained a physical body*
			faatsāngjó mātyéh sih? *what happened*

Aadōng tùhng Hahwā jeuihlohk jīchìhn kéuihdeih hái bīndouh?
Before Adam and Eve fell where were they?
Kéuihdeih jeuihlohk jīchìhn kéuihdeih tùhng Sàhn yātchàih jyuh.
Before they fell they lived with God.

Notice that the subject in the second part of the sentence can be omitted.

Function: Asking about and describing actions and events
Context: Teaching parts of the Plan of Salvation

Scenario

The missionaries are sharing about the Plan of Salvation specifically about the Fall of Adam to Sammy, their investigator.

1. Practice: Have missionaries pair up one as the investigator and the other as the missionary. Have the missionaries alternate teaching each other about the Fall. Each round, give them a different time limit so they can get used to teaching it simply and more thoroughly. For example, for the first round, you can give the missionaries 3 minutes each, but then only 30 seconds or 1 minute for the next round. Go until each missionary has had at least 3 times to practice. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the missionary purpose of this activity.)

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

The missionaries are teaching their two new investigators, David and Ringo, how to pray.

1. Practice: Have companionships pair up with one being the missionary companionship whereas the other companionship play as investigators. The companionship posing as the missionaries then will alternate saying a sentence at a time. Have them do their best to use either before or after in each sentence. Once they are done teaching have the ‘investigators’ say a prayer that an investigator may incorrectly say. For example: Ngóhdeih ge TīnFuh, Ngóhdeih gámjeh Léih, Ngóhdeih kèihkàuh Léih, fuhng Yèhsōu Gēidūk ge mìhng. A-mùhn. **<u>OR</u>** Ngóhdeih ge TīnFuh… (silence)… fuhng Yèhsōu Gēidūk ge mìhng. A-mùhn.

2. Re-practice: Then have them re-practice teaching you how to pray in the same manner as before (sentence by sentence). When they have finished, have them teach each other how to pray as well. Repeat for as long as time allows. Choose 5-7 important events in gospel history (for example, the Fall, the Atonement, the Restoration, etc.). Put missionaries in pairs sitting across from each other. Then put an event on the board. The missionaries then have 1-2 minutes to alternate saying different sentences using before and after regarding that event. For example, if the event were the Fall, then two of their sentences could be: ‘Jeuihlohk jīhauh, Aadōng tùhng Hahwā móuh jyuh hái Sàhn ge mihnchìhn’ and ‘Jeuihlohk jīchìhn, kéuihdeih haih mòuhjī’.

Apart From

<u>Chèuihjó</u>	**gīngmàhn**	**<u>(jī ngoih)</u>,**	**Sàhn**	**juhng**	**béi ngóhdeih yihndoih ge sīnjī.**
Apart from	*scriptures*	*outside*	*God*	*also*	*gives us modern day prophets.*

<u>Chèuihjó</u>	**yihndoih ge sīnjī**	**<u>(jī ngoih)</u>,**	**TīnFuh**	**juhng**	**béi ngóhdeih Singlìhng ge yānchi**
Apart from	*modern-day prophet*	*outside*	*Heavenly Father*	*also*	*give Gift of the Holy Ghost us*
	jūk fūk		**Yèh Sōu Gēi Dūk**		**béi ngóhdeih háauyihm**
	blessing		*Jesus Christ*		*allow us have trials*
	sāngmihng		**Gām sāng**		**béi ngóhdeih syúnjaahkkyùhn**
	our life		*This life*		*gave us agency*
	dākdou sāntái		**ngóhdeih**		**béi ngóhdeih yāt go hohkjaahp tuhng sìhngjéung ge gēi wuih**
	obtain a body		*we*		*allows us the opportunity to learn and grow*
	fānfu ngóhdeih fuigói		**fūk yām**		**chāaihín Yèh Sōu Gēi Dūk lèih waih ngóhdeih suhkjeuih**
	commanding us repent		*Gospel*		*ent Christ to atone for our sins*

<u>Chèuihjó</u>	**síupàhngyáuh**	**<u>(jī ngoih)</u>,**	**ngóhdeih chyùn-bouh**	**dōu**	**sēuiyiu jipsauh sáiláih.**
Apart from	*little children*	*outside*	*we entirely*	*all*	*need receive baptism*
	Yèh Sōu Gēi Dūk		**sóyáuh yàhn**		**yiu fuigói.**
	Jesus Christ		*every one person*		*need to repent*

Chèuihjó gīngmàhn jī ngoih, Sàhn béi ngóhdeih mātyéh jūkfūk?
Besides the scriptures what blessings has God given you?
Chèuihjó gīngmàhn jī ngoih, Sàhn juhng béi ngóhdeih Singlìhng ge yānchi.
Besides the scriptures, God has also given us the Gift of the Holy Ghost.

Function: Asking about and describing actions and events
Context: Teaching about the Plan of Salvation - Our Life on Earth

Scenario

The missionaries are teaching their investigator, A-laih, about the purpose of this life during a second meeting.

1. Practice: Have each missionary pair up with another missionary. First have them each think of 2-3 questions to ask when they are the investigator. Then give them each a chance to teach using the vocabulary from the
board display. Make sure that the investigators ask questions as well. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar
and vocabulary they have learned up to this point in order to accomplish the missionary purpose of this activity.) Then switch roles.

2. Re-practice: Rotate companions and then repeat the practice.

Additional Scenario(s)

The missionaries have been asked to teach the gospel principles lesson in church this Sunday focused on the Plan of Salvation – Our Life on Earth.

1. Practice: Have each companionship pair up with another companionship, one playing the missionaries and the other being those in the Sunday school class. Using this board display, have the missionaries that are teaching facilitate discussion with the other companionship.

2. Re-practice: Rotate companions and then repeat the practice.

Since

Jihchùhng *Since*	**gāyahp gaauwúi** *joining the church*	**jīhauh,** *after that,*	**ngóh ge sāngwuht hóujó hóu dō.** *my life has gotten much better.*
Jihchùhng *Since*	**ngóh hōichí múihyaht jouh kèihtóu** *I started to pray every day*	**jīhauh,** *after that,*	**ngóh sēungseun Sàhn wuhtjeuhk** *I believe God lives*
	kéuih hōichí tái Mōyíhmùhngīng *he started to read the Book of Mormon*	**jihk dou yìhgā,** *to now,*	**ngóh sìh sìh gámsauh Sàhn ge daailíhng** *I always feel God's guidance*
	ngóh chēutsai *I was born*		**kéuih ge sāngwuht béigaau wándihng dī** *His life is more stable*
	ngóh __ seui *I __ years old*		**kéuihdeih ge gā tihng bindāk tyùhngit dī** *their family is more unified*
	gógo sìhgaan *that time*		**léih yáuh mātyéh gámgok?** *you have what feelings*
	gógo gīngyihm *that experience*		**léih gámsauhdóu mātyéh góibin?** *you have felt what changes*

Jihchùhng léih hōichí tái Mōyíhmùhngīng dou yìhgā, léih yáuh mātyéh gámgok?
Since you started reading the Book of Mormon up to now, what feelings have you had?
Jihchùhng ngóh hōichí tái Mōyíhmùhngīng dou yìhgā, ngóh gámsauh Sàhn ge daailíhng.
I've felt God's guidance since I started reading the Book of Mormon.
Jihchùhng ngóh hōichí tái Mōyíhmùhngīng dou yìhgā, ngóh gámsauh Sàhn ge daailíhng.
I've felt God's guidance since I started reading the Book of Mormon.

Jihchùhng *is not used for the other meaning of "since" as in - "Since you're already going home can you …."*

Function: Asking and answering questions of cause and effect
Context: Express blessings of living the gospel

Scenario

The missionaries are meeting with the recent convert, Jacob, with the goal of understanding how they have changed from learning the gospel.

1. Practice: Have each missionary pair up with another missionary. Then have the missionaries choose a recent convert's teaching record from the area book. Next ask them think of 6-8 questions they could ask that member about how they've changed from learning about the gospel. Then have each pair of missionaries ask and answer each other's questions using the grammar and vocabulary from this board display as if they are that member. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the missionary purpose of this activity.) Then switch roles.

2. Re-practice: Rotate companions and then repeat the practice.

Additional Scenario(s)

The missionaries have been meeting with A-Dik, a less active member. A-Dik stopped going to church after going through a divorce and also because he felt God no longer was blessing him. As the missionaries express how they have been blessed since being a member, their thoughts and feelings re-inspire A-Dik to return to church.

1. Practice: Have each missionary pair up with another missionary, one playing A-Dik and the other being the missionary. Then the missionary can use the board display to help him remind A-Dik of the blessings that come from being an active member of the church.

2. Re-practice: Rotate companions and then repeat the practice.

To, Give, and "To Tell"-*Béi*

SīnJī	**góngbéi**	**Ngóhdeih**	**tēng**	**gwāanyū**	**Tīnfuhge gaiwaahk.**
Prophets	*gives to*	*us*	*listen*	*about*	*God's Plan.*
Mōyíhmùhngīng	**góngbéi**	**múihgo yàhn**	**tēng**	**gwāanyū**	**Yèhsōu Gēidūk ge fūkyām**
Book of Mormon	*gives to*	*everyone*	*listen*	*about*	*The gospel of Jesus Christ*
Sàhn		**sīnjī**			**syúnjaahkkyùhnge juhngyiusing**
God		*Prophets*			*the importance of agency*
Lījit gīngmàhn	**wahbéi**	**Ngóhdeih**	**jī (dou)**		**Kéuihge jíyi**
This Scripture	*say to*	*us*	*know*		*His will*
Mōyíhmùhngīng	**wahbéi**	**Ngóhdeih**		**gwāanyū**	**fuigói**
The Book of Mormon	*say to*	*us*		*about*	*repentance*

Sàhn	**béi**	**Ngóhdeih**	**hóudō**	**jūkfūk**
God	*gives*	*us*	*many*	*blessings*
Suhkjeuih	**béi**	**múihgo yàhn**	**gēiwuih**	**fuigói**
Atonement	*gives*	*everyone*	*opportunity*	*(to) repent*
kèihtóu	**béi**	**Ngóhdeih**		**pìhngngōn**
Prayer	*gives*	*us*		*peace*

SīnJī dímyéung jūkfūk Ngóhdeih?
How have prophets blessed us?
SīnJī góngbéi Ngóhdeih tēng gwāanyū Tīnfuhge gaiwaahk
Prophets tell us about God's Plan.

Both "góngbéi... tēng" and "wahbéi...jī (dou)" or a combination of both can be used to mean "tell"

Give missionaries practice deciding, in English(using Chinese Grammar structure), when and where to add *béi* (give/to) in the sentences below.

For example, the teacher gives the sentence: I will give you the Book of Mormon; a missionary changes it placing the *béi* (give) in the right place(Chinese Grammar structure): I will give Book of Mormon you. Notice in Cantonese, the indirect object follows the direct unless the direct object is especially long. (*Cantonese Comp. Grammar pg. 137)*

On the other hand, the teacher gives the sentence: God tells his prophet his will; a missionary changes it placing the *béi* (to) in the right place(Chinese Grammar structure): God tells *béi* (to) his prophet (to hear – verb) his will. Notice here that a third verb may be added after the indirect object, often appearing redundant in English. (*Cantonese Comp. Grammar pg. 138*)

- **God tells his prophet his will**
- **I will give you this pamphlet**
- **He will give you a goal**
- **I will share my testimony to you**
- **God gives you many opportunities**
- **We will give you this choice**
- **He told me about the church**
- **The Book of Mormon gives you evidence**
- **God told Joseph Smith that he needs restore Christ's original church**
- **The scriptures have told me how I am to act**
- **The gospel gives me a purpose**
- **The Spirit gives you direction**
- **My family told me that they will pray for me**
- **We can't give you our testimony**
- **I will give you our number**

	<u>Sóyáuh (ge)</u> yàhn *All (type) people*	**<u>dōu</u>** *all*	**sēuiyiu fuigói** *need to repent.*
Question: **Haih-m̀hhaih**	**<u>Múih yāt go</u> yàhn** *Every person*	**<u>dōu</u>** *all*	**wúih yùhdou kwanlàahn** *will face difficulties* (?)
	<u>Sóyáuh(ge)</u> yàhn *All people*		**wúih faahn cho** *will commits mistakes*
	Ngóhdeih *We*		**sēuiyiu YèhSōu GēiDūk** *needs Jesus Christ*
	Keúihdeih *They*		**haih Sàhn ge yìhléuih** *is God's child*
	Bīngo *Who*	*For Questions:* **Bingo Verb..**	**yáuh yeuhkdím** *has weaknesses*

<u>Sóyáuh(ge)</u> *All*	**kwanlàahn buihauh <u>dōu</u>** *difficulties behind all*	**hóyíh bōngdou ngóhdeih** *can help us*	→ **hohk jaahp** *learn* → **sìhngjéung** *grow* → **dākdou gīngyihm** *obtain experience* → **ganggā jipgahn Sàhn** *come closer to God*

Bīngo haih Sàhn ge jáiléuih?
Who is God's child?
<u>Sóyáuh</u> yàhn <u>dōu</u> haih Sàhn ge jáiléuih.
All people are God's children.
<u>Múih yāt go</u> yàhn <u>dōu</u> haih Sàhn ge jáiléuih.
Everyone is God's child

Scenario

You have been teaching your investigator, Carrie, about "Our life on earth" and then she asks why bad things happen to good people.

1. Practice: Have missionaries pair up one as Carrie and the other as the missionary. Have the missionary use the vocabulary from the board display to explain to Carrie about why bad things happen to good people and the purpose of trials in this life. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to
this point in order to accomplish the purpose of the activity.)

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

• Winnie, a less-active, has some concerns why life is so hard. Missionaries then share why trials are necessary for Winnie to grow.

1. Practice: Have missionaries pair up one as Winnie and the other as the missionary. Have the missionary use the vocabulary from the board display to explain to Winnie about why trials are necessary to grow in this life.

2. Re-practice: Switch roles and re-practice.

• A-Chiu, a priest participating in the summer missionary program is stressed with why missionary work is so tough. The missionaries he is with then share with him how the challenges push them to learn to have more faith.

1. Practice: Have missionaries pair up one as A-Keung and the other as the missionary. Have the missionary use the vocabulary from the board display to explain to A-Keung about why challenges build faith.

2. Re-practice: Switch roles and re-practice.

• While conducting a baptismal interview, the prospective baptismal candidate, Stellar, voices her concern that it might be too hard for her to keep all the commandments when she doesn't have the support of her family.

1. Practice: Have missionaries pair up: one as Stellar and the other as the missionary. Have the missionary use the vocabulary from the board display to explain to Stellar about how all challenges will strengthen us.

2. Re-practice: Switch roles and re-practice.

Prepositional Phrases - *Gān, Tuhng, & Waih*

Léih yuhn m̀h yuhnyi *You willing (not) willing*	**tùhng** *with*	**ngóhdeih** *us*	**ginmihn?** *meet*
Léih séung m̀h séung *You wanting (not) wanting*	**gān** *follow/with*	**kéuihdeih** *them*	**fāan gaauwúi?** *come to church*
Léih háng m̀h háng *You willing (not) willing*	**waih** *for/in behalf of*	**léih ge jáiléuih** *you (your) children*	**gaai dóu/yīn/jáu?** *quit gambling/smoking/drinking*
Léih jūng m̀h jūngyi *You like (not) like*	**tùhng** *with*	**léih ge gā(tìhng/yàhn)** *you (your) family*	**duhk gīngmàhn?** *read the scriptures*
Léih wúih m̀h wúih *You will (not) will*		**léih ge taaitáai/sīnsāang** *you (your) wife/husband*	**jouh kèihtóu?** *do prayer (to pray)*
		léih ge pàhngyáuh *you (your) friends*	**fāan làih līdouh?** *return back here*
			jouh jéunbeih? *do preparation (to prepare)*
	waih *for/in behalf of*	**léih ge sáiláih** *you (your) baptism*	

Léih wúih m̀h wúih waih léih ge sáiláih jouh jéunbeih?

Will you prepare for your baptism?

Ngóh wúih.

I will(yes).

Ngóh m̀h wúih.

I will not(no).

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extend an invitation

Scenario

The missionaries have been meeting with Betty for a few weeks and she is just golden as can be. The missionaries decide that they should invite her to do more commitments this week.

1. Practice: Have each missionary pair up with another missionary. One will play Betty while the other plays the missionary. Have the missionary think of three commitments to invite Mae to do using the board display and then dive right into the practice. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish their missionary purpose.)

2. Re-practice: Then switch roles and re-practice.

Additional Scenario(s)

• The missionaries have been meeting with Lucas for two months but he still can't seem to quit his addiction (gambling/smoking/drinking). The missionaries know that his kids and family mean so much to him and decide to not only invite him again to quit his addiction but to also help him understand that he is also doing it for his kids and family.

1. Practice: Have each missionary pair up with another missionary, one playing Lucas and the other as the missionary. Have the missionary use the board display to come up with some questions to re-invite Lucas to quit his addiction and relate it with him doing it for his family.

2. Re-practice: Switch and re-practice.

• Graham, a less active, has been meeting with the missionaries for a month. He has a lot of friends in the ward but seems to really need their encouragement in order for him to find the motivation to go back to church. The missionaries see this support network and bring in his friends to help him regain the desire to go back to church.

1. Practice: Have each missionary pair up with another missionary. One will play Graham while the other missionary will use the board display to re-invite him to come back to church involving his friends.

2. Re-practice: Switch and re-practice.

Give missionaries practice deciding, in English(using Chinese Grammar structure), when to add *tùhng* (with) in the sentences below. For example, the teacher gives the sentence: Are you willing to meet with us; a missionary changes it placing the *tùhng* (with) in the right place(Chinese Grammar structure): Are you willing with us meet.

- **Are you willing to meet with us**
- **Are you wanting to come to church with them**
- **Will you do prayer with your family**
- **Will you read the scriptures with your children**
- **Are you willing to go to the temple with your family**
- **Will you teach the lesson with us**
- **Are you willing to go to Family Home Evening with us**
- **Will you pray with us**
- **Will you read scriptures with us**
- **Is he wanting to go to that activity with us**
- **Is she willing to go to conference with her friend**
- **Will he serve with you**
- **Are they willing to clean Brother Delorean's house with us**
- **Are they willing to go to English class with us**

Prepositional Phrases - *Deui and Heung*

Sàhn tùhng Yèhsōu Gēidūk *God and Jesus Christ*	**heung** *towards*	**Yeuksāt Sīmaht** *Joseph Smith*	**hínyihn** *appear*
Yeuksāt Sīmaht *Joseph Smith*	**heung** *towards*	**Sàhn** *God*	**kèihtóu** *pray*
Tīnfuh *Heavenly Father*	**deui** *towards*	**Yeuksāt Sīmaht** *Joseph Smith*	**hínyihn** *appear*
Ngóhdeih *We*		**Yèhsōu Gēidūk** *Jesus Christ*	**bíudaht Kéuih ge ngoi** *express His love*
			yáuh seunsām *have faith*
Bīngo *Who*		**Bīngo** *Who*	
Léih *you*	**deui** *towards*	**Yèhsōu Gēidūk** *Jesus Christ*	**yáuh mātyéh màhntàih?** *have what questions?*
		Līgo gīngyihm *this experience*	**yáuh mātyéh táifaat?** *have what view/way of seeing?*
		Yeuksāt Sīmaht *Joseph Smith*	**yáuh mātyéh gámgok?** *have what feelings?*

Bīngo heung Yeuksāt Sīmaht hínyihn?
Who appeared to Joseph Smith?
Sàhn tùhng Yèhsōu Gēidūk heung Yeuksāt Sīmaht hínyihn.
God and Jesus Christ appeared to Joseph Smith.

**Note: Notice the “who” makes a question and is answered depending if it is the first subject or the second.*

Function: Asking about and describing actions and events
Context: The Restoration of the gospel through Joseph Smith

Scenario

You and your companion are meeting with a Christian investigator for the first time and would like to teach them about the restoration (particularly Joseph Smith's experience).

1. Practice: Have missionaries practice teaching the investigator about the restoration using the vocab and grammar from the board display. Help them know when it is more appropriate to use deui and when to use heung.
Make sure they address the following questions as they teach:
1) What was Joseph Smith's question?
2) How did he receive an answer?
3) What was the answer?
Afterwards, have them ask questions from the 2nd half of the board display to see how the investigator received the teachings.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Tim, is meeting with you for the first time and has questions about prayer, specifically what it is and how to do it. Using the *deui* and *heung* principles you explain who we speak to when we pray and how we pray. You could possibly start by explaining how praying to our Heavenly Father is similar to how we would talk to a parent.

Comparisons - Same and Similar

Sīnjī ge gaaudouh	tùhng	Yèhsōu Gēidūk ge gaaudouh	haih	(tùhng) yātyeuhng.
The prophet's teachings	*with/and*	*Jesus Christ's teachings*	*is/are*	*the same.*

Mōyíhmùhngīng	**tùhng**	**Singgīng**	**haih**	**m̀h tùhng/yātyeuhng**
The Book of Mormon	*with/and*	*the Bible*	*is/are*	*not the same*
Sīnjī ge wah		**Sàhn ge wah**		**hóu (leuih/sēung) chíh**
Prophet's words		*God's word*		*very similar*
Ngóhdeih ge gaauwúi		**kèihtā ge gaauwúi**		**(tùhng) yātyeuhng juhngyiu**
Our church		*other churches*		*the same important*

Ngóh séung bin dāk	**hóu chíh**	**Lèihfēi**	**yātyeuhng**
I want to become	*similar to*	*Nephi*	*the same*
Mōyíhmùhngīng		**Singgīng**	**yātyeuhng waih Yèhsōu Gēidūk jok(gin)jing**
The Book of Mormon		*the Bible*	*the same testifies for Christ*
Léihdeih ge gaauwúi		**kèihtā ge gaauwúi**	**yātyeuhng sēungseun Yèhsōu Gēidūk**
Your church		*other churches*	*the same believe in Christ*

Mōyíhmùhngīng tùhng Singgīng haih m̀h haih yātyeuhng?

Is the Book of Mormon the same as the Bible?

Mōyíhmùhngīng tùhng Singgīng haih hóu sēung chíh.

The Book of Mormon and Bible are very similar.

Haih m̀h tùhng/yātyeuhng.

Not the same.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: The Book of Mormon

Scenario

Many Chinese people are curious about what Mormons believe in relation to other Christian churches. Missionaries will identify similarities and differences between our church and other Christian churches, and then do
multiple contacting situations where they are asked the question, "Léihdeih tùhng kèihtā gaauwúi yáuh māt yéh m̀h tùhng ge?" and must answer it using the grammar from board display.

1. Practice:

• Discuss as a district how to simply explain the differences and similarities between our church and other Christian churches.

• Do a practice activity where missionaries practice answering this question while street contacting someone without a Christian background.

• If there is more time, you can do a similar situation where your missionaries practice teaching a Christian investigator about the Book of Mormon and Bible using the grammar.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Split missionaries into groups of 3 (1 teacher, 1 investigator, and 1 translator). The teacher doesn't speak Chinese and the investigator doesn't speak English. The translator is the only one that speaks both languages. The teacher wants to teach the investigator about our church and the Book of Mormon using "same and similar" sentences and thus needs a translator.
The teacher teaches sentence by sentence while the translator translates. Make sure they ask a couple questions in each role-play. The missionaries take turns being the translator. You may want to switch topics when they switch roles.

Comparisons More Than

Thing A	béi	Thing B	Adjective or adj/ phrase
Ngóh ge gòhgō	**béi**	**ngóh**	**gōu.**
My older broth	*compared to*	*me*	*tall.*

Thing A

Ngóh
I
Léih ge bàhbā/lóuhdauh/dēdìh
Your dad/father/daddy
Ngóh ge muihmúih/sailóu
My younger sister/brother
Léih ge màhmā/māmìh
Your mom/mommy

béi
compared to

Thing B

Ngóh
me
Léih
you
Ngóh ge gājē
my older sister

béigaau
comparatively more
juhng/ganggā
more
jeui
most

Adjective or adj/ phrase

jūng yi dá bō
likes to play sports
jūng yi heui gaauwúi
likes going church
jūng yi duhksyū
likes to study
hóyíh tàahn kàhm
can play piano
gwāai/saisām
well behaved/considerate
jīchìh léih làih chyùhngaau
support you coming on a mission
ngái
short
jong gihn/daaih jek
strong/big
sāilei/gihng/sāmdeih hóu
amazing/awesome/kind heart

Léih haih m̀h haih béi léih ge sailóu jūng yi dá bō?
Do you like to play sports more than your little brother?
Haih, ngóh béi ngóh ge sailóu jūng yi dá bō.
Yes, I like to play sports more than my little brother.
M̀h haih, ngóh ge sailóu béi ngóh jūng yi dá bō.
No, my little brother likes to play sports more than me.

Léih haih m̀h haih béi léih ge gājē gwāai?
Are you more behaved than your older sister?
Haih, daahnhaih ngóh ge muihmúih jeui gwāai.
Yes, but my younger sister is the most behaved.
Dōu m̀h haih. Kéuih béigaau gwāai.
Not really. She is more behaved.

*In order to ask questions in this board display use **Hai-m̀h-haih** after 'Thing A' and answer by switching the subject from **'léih'** to **'ngóh'** and vice-versa as show in the example below.*

Scenario

Your missionaries just got transferred and got new companions! Have them take turns describing their family members to their new companion.

1. Practice: Have missionaries switch companions with someone else in the district, then take turns asking questions and describing the members of their family to one another. Once they have said 3-4 sentences, have
them switch partners and repeat. Help them with vocab so they can share more and more each time. Make sure they use sentences from both patterns in this board display.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• Have missionaries make a list of the investigators they have taught and are currently teaching. Then pair them up one on one and have them compare their investigators. Examples for things they could compare are: faith, how they keep commitments, interest in certain principles, etc.

• Have missionaries stand back to back. Then you ask a question using béi like "*Kàhm Jéung Lóuh haih m̀h haih béi Sī Jéung Lóuh gōu?*" Then the missionaries turn around, point at the person they were standing back-toback with and say either "haih" or "m̀h haih" based on the answer to the question. For example, if Elder Kam really is taller than Elder Si, the missionaries would want to say "haih" faster than their partner (m̀h haih if not). After they have said "haih" or "h haih," then they have 15 seconds to provide a full answer to the question using béi. If they cannot, then the other person gets a chance. Have the missionary that was faster move up a spot and the other missionary move down a spot. Do as many rounds as you'd like.

Passive Voice

	Yèhsōu Gēidūk *Christ*		**beih** *(passive marker)*	**yàhn*** *people*	**dēngséi hái sahpjihgā seuhng.** *crucified on the cross.*
Buhn gaau ge sìhhauh *Apostasy at that time…,* *(At the time of apostasy…,)*	**Yèhsōu ge mùhntòuh** *Jesus' disciples*	**(móuh)** *(not)*	**beih** *(passive marker)*	**chèhngok ge yàhn** *wicked people*	**saathoih** *killed*
	Gaauwúi ge gaauyih *Church's doctrines*			**yàhn** *people*	**kéuihjyuht** *rejected*
	Gēidūk ge gaaudouh *The teachings of Christ*			**Sàhn** *God*	**bīkhoih** *persecuted*
	Sàhn ge kyùhnbeng *God's authority*			**Bīngo** *Who*	**láuhkūk** *distorted*
	Bīngo *Who*				**lófāan** *taken back*
	*****				**góibinsaai** *completely changed*

Sàhn ge kyùhnbeng beih bīngo lófāan?
Who was God's authority was taken back by?
Sàhn ge kyùhnbeng beih Sàhn lóhjáu.
God's authority was taken away by Him.

Bīngo beih chèhngok ge yàhn saathoih?
Who was killed by evil people?
Sítòuh beih chèhngok ge yàhn saathoih.
The Apostles were killed by evil people.

**Note: This column can be omitted, but it will change the meaning of the sentence. See if you can tell the difference.*

Scenario

The missionaries are meeting with their investigator Norah, who has a Buddhist background and begin sharing with her about the apostasy.

1. Practice: Have missionaries pair up one as Norah and the other as the missionary. Have the missionary use the vocabulary from the board display to share with Norah about the apostasy. Be sure to point out the 'Buhngaau ge sìhhauh'. Also strive to keep it simple and related to the investigator. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the purpose of the activity.)

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

• The missionaries are meeting with their investigator Leon, who grew up in the Baptist church having a Christian background. However, he has the question of why there are so many different churches today and, thus, the missionaries start sharing about the apostasy related to his Christian background.

1. Practice: Have missionaries pair up one as Leon and the other as the missionary. Have the missionary use the vocabulary from the board display to explain to Leon why there was an apostasy and how that answers his question of why there are so many different churches today. Have the missionary playing Leon to think of two more questions a Christian may have about the apostasy and ask them.

2. Re-practice: Switch roles and re-practice.

• It's Christmas time as the missionaries are contacting. They run into Siu-Mae, a college student who grew up in the Canton Province of Mainland China. Siu-Mae has no concept of any religion and is confused at why so many people are celebrating at this time. Luckily, the missionaries have a Restoration pamphlet with them and they begin sharing about Jesus Christ and the Apostasy following his death.

1. Practice: Have missionaries pair up one as Siu-Mae and the other as the missionary. Have the missionary use the vocabulary from the board display to explain to Siu-Mae about the apostasy and share it simply relating it to her situation of having had no previous experience with religion.

2. Re-practice: Switch roles and re-practice.

Resultive Verbs: *Jó, Yùhn, Saai*

Léih *You*	**tái jó** *read (completed action)*	**LèihFēi yāt syū meih?** *first Nephi yet?*
Léih(deih) *You*	**tái yùhn** *read (finished)*	**Gó bún síuchaakjí meih?** *That pamphlet yet?*
	tái saai *read (all)*	**Ngáahgok syū daih luhk jēung meih?** *Jacob chapter 6 yet?*
	tái jó *read (completed action)*	**Ngóhdeih seuhng chi béi léih ge gīngmàhn meih?** *The scripture we gave you last time yet?*
		Mōlòhláaihsyū daih sahp jēung daih sei ji luhk jit meih? *Moroni chapter 10 verses 4 through 6 yet?*
Léih *You*	**sihk jó** *ate*	**faahn meih?** *rice yet?*
	sihk yùhn *finished eating*	**meih aa?** *yet (ending particle)?*
Ngoh *I*	**sihk m̀h saai** *can't eat all*	**dī faahn!** *the rice !*

Léih tái saai Mōyìhmùhngīng meih?
Have you read the whole Book of Mormon yet?
Ngóh tái saai.
I read the whole thing.

*Be aware that **jó** is not equivocal to "-ed" or "past tense", but rather can be used to express a period of time up to and including the present. For more info on **jó** see: Comprehensive Cantonese pg. 204-205*

Scenario

The missionaries are meeting with A-Sān for the second time. Last time the missionaries left him with several commitments to help him progress.

1. Practice: Pair up with another missionary, one as A-Sān the other as the missionary. You have just reviewed what you discussed last time you were together and are now following up on the previously given commitments. The missionary should think of three different commitments they can follow-up with using the grammar shown in the board display.
(Missionaries should feel free to use vocab outside that shown on the board display if need be.)

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

The missionaries are visiting a less-active, A-Hēi, who has some concerns with the Book of Mormon. AHēi hasn't been reading because he feels that reading doesn't do anything for him. Use the grammar specified in the board display to promise blessing through reading the Book of Mormon. For example you can say: *Dōng léih táiyùhn lī jēung gīngmàhn ge sìhhauh, Sàhn wúi bōng léih jī dou haih m̀h haih jānsaht ge.*

Resultative and Adverbials - *Dāk, Gám, Dóu*

Léih *You*	**sēuiyiu** *need to*	**bātdyuhn** *continuous*	**gám** *-ly*	**jouh kèihtóu** *do prayer*	
Ngóhdeih *we*	**Yīnggōi** *should*	**jānsām sìhng yi** *real intent*	**gám** *-ly*	**tái Mōyíhmùhngīng** *read Book of Mormon*	
Léihdeih *you(pl.)*	**sēuiyiu** *need to*	**yihng jān** *earnest* **kìhnsìhng** *reverent*		**jouh kèihtóu** *do prayer*	
Ngóhdeih *we*	**tái Mōyíhmùhngīng** *read Book of Mormon*	**tái** *read*	**dāk** *in the manner of*	**hóu** *to be verb*	**jānsām sìhng yi** *real intent*
Léihdeih *you(pl.)*	**jouh kèihtóu** *do prayer*	**jouh** *to do*		**fēisèuhng** *extremely*	**yihng jān** *earnest*
Kéuih *He/She*					**kìhnsìhng** *reverent* **hóu** *well*
Ngóhdeih *we*	**tái m̀h tái** *read (not read)*		**dóu?** *able to?*		
Léihdeih *you(pl.)*	**jouh m̀h jouh** *to do (not to do)*				

Léihdeih tái Mōyíhmùhngīng tái sehng dím?
How was reading the Book of Mormon?
Ngóhdeih tái Mōyíhmùhngīng tái dāk hóu yihng jān.
We read the Book of Mormon very earnestly.

Observe how each Adverb is used differently. for a more detailed understanding, turn to:
-gám: pg. 181-182(Cantonese Comp. Grammar)
-dāk: pg. 155-156, 179-180 (Cantonese Comp. Grammar)
-dóu: pg. 132-133(Cantonese Comp. Grammar) .

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: How to pray and read the scriptures

Scenario

The missionaries are teaching their investigator, Miranda, about how to read the scriptures and pray.

1. Practice: Have each missionary pair up with another missionary. First have them each think of 2-3 questions to ask when they are the investigator about reading the scriptures or praying. Then give them each a chance to teach using the vocabulary from the board display. Make sure that the investigators ask questions as well. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the missionary purpose of this activity.) Then switch roles.

2. Re-practice: Rotate companions and then repeat the practice.

Additional Scenario(s)

The missionaries have been asked to teach the gospel principles lesson in church this Sunday focused on how to pray and read scriptures.

1. Practice: Have each companionship pair up with another companionship, one playing the missionaries and the other being those in the Sunday school class. Using this board display, have the missionaries teaching, facilitate discussion with the other companionship.

2. Re-practice: Rotate companions and then repeat the practice.

Only

Léih	yiu	duhk Mōyíhmùhngīng	sīnji	làhnggau	jīdou haih m̀h haih jānsaht ge.
You	*need*	*to read the Book of Mormon*	*only then*	*able to*	*know it is true.*
Léih	**yiu**	**jouh kèi-htóu**	**sīnji**	**làhnggau**	**dākdóu yātgo daapngon**
You	*need*	*to do prayer*	*only then*	*able to*	*obtain an answer*
Ngóh		**fāan gaau-wúì**		**hóyíh**	**dākdóu yātgo ginjing**
I		*to come to church*		*can*	*obtain a testimony*
		jēunsáu Jīwaihyúh		**wúih**	**jīdou Sàhn haih chyùhnjoih ge**
		to keep the Word of Wisdom		*will*	*know God truly exists*
		jipsauh sáiláih			**jipsauh sáiláih**
		to receive baptism			*receive baptism*
		dimyéung			**heui singdihn**
		How			*go to the temple*

Ngóh	**jinghaih**	**làhnggau**	**fāan yātgo jūngtàuh gaauwúi**
I	*only*	*able to*	*go to one hour of church*
Kéuih		**hóyíh**	**gin léihdeih yihsahp fānjūng**
He/She		*can*	*meet with you for 20 minutes*
Léih		**wúih**	
You		*will*	
			táijó síusíu gīngmàhn
			read a little bit of scripture
			jouhjó yātchi kèihtóu
			prayed once

Ngóh dímyéung hóyíh jīdou Sàhn haih chyùnjoih?
How can I know if God exists?
Léih yiu jouh kèihtóu sīnji làhnggau jīdou Sàhn haih chyùnjoih ge.
You will know God exists only if you pray.

Ngóh dímyéung làhnggau dākdóu yātgo ginjing?
How do I obtain a testimony?
Léih yiu jouh kèihtóu màhn Sàhn sīnji làhnggau dākdóu yātgo ginjing.
You will obtain a testimony only if you pray and ask God.

Scenario

The missionaries have been meeting with their progressing investigator Siu-Huhng and plan on following up on the commitments they have given to her. However, they realize that she is not keeping any of her commitments. Those include:

a. Praying
b. Reading scriptures
c. Attending church
d. Keeping the Word of Wisdom
e. Getting baptized
f. Paying tithing

1. Practice: Have missionaries pair up one as Siu-Huhng and the other as the missionary. The missionary then will have 2-5 min to follow up with Siu-Huhng on one commitment (from the list above). The missionary should use vocabulary and grammar from the board display to emphasize the importance of keeping the commitment and then re-invite Siu-Huhng. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the purpose of the activity.)

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

• Leih Siu Luhng, a less-active, has started meeting with the missionaries. However, he is a bit hesitant to go to church so the missionaries decide to follow up on the commitments they have given him to see where he may have concerns.

1. Practice: Have missionaries pair up one as Leih Siu Luhng and the other as the missionary. Have the missionary use the vocabulary from the board display to explain to Leih Siu Luhng about how keeping commitments and commandments help bring an increase of faith and confidence in ones repentance process.

2. Re-practice: Switch roles and re-practice.

• The missionaries have been serving with a Kelly, a priest in the summer missionary program. He is unsure of why commitments are so important in helping someone reach the goal of baptism..

1. Practice: Have missionaries pair up one as Kelly and the other as the missionary. Have the missionary use the board display to explain to Kelly about the importance of commitments and why we follow up on them.

2. Re-practice: Switch and re-practice.

• While conducting a baptismal interview, the prospective baptismal candidate, Eddie, voices her concern that it might be too hard for her to keep all the commandments when he doesn't have the support of her family.

1. Practice: Have missionaries pair up one as Eddie and the other as the missionary. Have the missionary use the vocabulary from the board display to explain to Eddie about how all challenges will strengthen us.

2. Re-practice: Switch roles and re-practice.

Quantity and Specification Questions

Léih *You*	**deui** *toward*	**Yèhsōu Gēidūk** *Jesus Christ*	**yáuh** *have*	**géidō** *how much*	**líuhgáai?** *understanding*
Léihdeih *You (pl.)*	**deui** *toward*	**ngóhdeih ge gaauwúi** *our church*	**yáuh** *to have*	**géidō** *how much*	**líuhgáai** *understanding*
Léihdeih ge gātìhng *Your family*		**ngóhdeih ge seunsīk** *our message*			**hingcheui** *interest*
		Gēidūkgaau *Christian(Protestant) church*			
		Tīnjyúgaau *Catholic church*			
		jūnggaau *religion*			

Léih ge gātìhng yáuh *Your family has*		**go** *classifier*	**yàhn** *people*
Léih ge(di) sailóugō *Your (plural) child(ren)*	**géidō** *how many*	**seui** *years old*	
Léih jyuh hái līdouh jyuhjó *You live here*		**lìhn** *years*	
Léih jīchìhn tùhng chyùngaausih ginmihn *You before meet with missionaries*		**chi** *times*	

Léih deui ngóhdeih ge seunsīk yáuh géidō líuhgáai?
How much do you understand about our message?
M̀h dō. Ngóh jinghaih jīdou léihdeih haih Mōmùhngaau.
Not much. I only know you are Mormon.
Líuhgáai hóu dō.
Understand a lot.

Léih ge jái géidō seui?
How old is your son?
Luhk seui.
Six years old.

Scenario

Missionaries have just knocked into Manu's house. Manu is in his early 40's and has 2 kids, ages 8 and 10. His wife, Wanda, just left to go pick their kids up from a Catholic school 30 minutes away from their house.

1. Practice: Have your missionaries pair up and roleplay asking and answering questions from the board display. If you would like, you can tell the investigators a more specific role to play before each round (just have the missionaries leave the room while you tell them the role). Remember to remind the missionaries that they may feel free to use any grammar previously learned.

2. Re-practice: After 5-10 minutes, switch roles and re-practice.

Additional Scenario(s)

Missionaries have organized a big community pizza making event at the ward house. After having promoted this activity for the past few weeks the missionaries anticipate a successful showing of many investigators. According to their great faith, in walks Leonard and his wife Josephine along with their newborn baby girl Mimi. This is their first time visiting a Christian church being very curious about religion, now that they have a new baby in their family. Thus, the missionaries begin to get to know them.

1. Practice: Have your missionaries get in to equal groups and then begin roleplaying asking and answering questions from the board display. If you would like, you can tell the investigators a more specific role to play before each round (just have the missionaries leave the room while you tell them the role). Remember to remind the missionaries that they may feel free to use any grammar previously learned.

2. Re-practice: After 5-10 minutes, switch roles and re-practice.

Change Over Time

Kéuih *he/she*	**jouh kèihtóu,** *do prayer*	**yuht** *more*	**jouh** *do*	**yuht** *more*	**mìhngbaahk Sàhn ge jíyi.** *understand God's will*
Léih (deih) *you (pl.)*	**tái Mōyíhmùhngīng** *read the Book of Mormon*	**yuht** *more*	**tái** *read*	**yuht** *more*	**yáuh seunsām** *have faith*
Gwok Jímuih *Sister Kwok*	**fāan gaauwúi** *return to church*		**fāan** *return*		**séung góibin** *want to change*
Kéuih *he/she*	**fuigói** *repent*		**gói** *change*		**faailohk** *feel happiness*
Ngóh deih *We*	**hohkjaahp fūkyām** *learn gospel*		**hohk** *learn*		**gámdou Sàhn ge ngoi** *feel God's love*
	jēunsáu gaaimihng *keep commandments*		**sáu** *keep*		**jipgahn Tīnfuh** *come closer to Heavenly Father*
		yuht làih yuht *more and more*			**yáuh seunsām** *have faith*
					hóu *good*
					hīmbēi *humble*
					hōisām *happy*
					jīkgihk *active*

Léih Jímuih jeui gahn dímyéung?

How has Sister Lee been recently?

Fēisèuhng hóu! Kéuih tái gīngmàhn yuht tái yuht séung góibin.

Great! The more she reads scriptures the more she wants to change.

Làhm Hīngdaih ge seunsām jeunbouh sèhng dim?

How is Brother Lam's faith progress?

Yuht làih yuht hóu. Kéuih jēunsáu gaaimihng yuht sáu yuht yáuh seunsām.

Better and better. The more he keeps God's commandments the more faith he has.

Emphasize that the yuht…yuht only has short verbs/phrases in between. This is unlike mandarin which has longer phrases in between.

Function: Asking and answering questions of cause and effect
Context: Talking about change in investigators

Scenario

In this activity, your entire district is preparing for a ward correlation meeting.

1. Practice:

• Have your missionaries first pull out their area books and discuss how they will report on their investigators using *yuht...yuht...* with their companions.

• After they have discussed it with their companion, have them discuss their investigators with a missionary from another companionship. Then if there is time, come together and discuss investigators as a district.

2. Re-practice: Have missionaries find other missionaries, they haven't talked to, and share about their investigators using this grammar principle.

Additional Scenario(s)

1. Practice: Have missionaries sit so that half of them face the board and half of them don't. Start off by writing *yuht làih yuht* phrases (for example, *ngóh yuht làih yuht hōi sām*). After writing a phrase, have the missionary that can see the board act out the phrase for their partner, and have their partner guess the phrase.

2. Re-practice: When everyone is done guessing, start a new round. Have the missionaries switch seats every other round. After 6-8 rounds, switch to *yuht... yuht...* phrases (for example, *ngóh yuht tái Mōyíhmùhngīng, jauh yuht gámsauh Singlìhng*).

Aspect Markers (*Gán, Jyuh, Gwo, Háh*)

Léih *You*	**kèih gán tóu ge sìhhauh,** *pray(progressive aspect marker) time,*	**wúih** *will*	**gámsauhdou SingLìhng.** *feel Holy Spirit.*
Ngóh *I*	**duhk gán gīngmàhn ge sìhhauh,** *read(progressive aspect marker) time*	**hóyíh** *can*	**jipsauh káisih.** *receive revelation.*
Kéuih *He/She*	**yiu gei jyuh** *needs remember(continuous aspect marker)*	**sìhsìh** *always*	**tēng sīnjī ge syutwah.** *listen prophet's word.*
Léihdeih *Y'all*	**yáuhmóuh** *have(haven't)*	**fāan gwo** *been(experiential aspect marker)*	**ngóhdeih ge gaauwúi?** *us(our) church.*
Léih *You*	**séung (m̀h séung)** *want (not want)*	**si háh** *try(delimitative aspect marker)*	**hōichí gaai yīn?** *start quit smoking*

<u>Other Aspect Marker Examples:</u>

<u>Verb</u>	***<u>Suffix</u>***	***<u>English Meaning</u>***
tái	**gán**	*watch(progressively)*
jūkfūk	**jyuh**	*bless(continuously*
sihk	**háh**	*eat(delimitatively)*
lám	**háh**	*think(delimitatively)*
heui	**gwo**	*go(experientially)*
jouh	**gán**	*take(continuosly)*
gin	**gwo**	*see(experientially)*

Léihdeih dímgáai yiu háauleuih háh heui jouh kèihtóu?
Why do you need to even to consider if you will pray?
Yānwaih ngóhdeih meih si gwo jouh tùhngmàaih pa jouh cho.
Because we haven't tried doing one yet and afraid of making a mistake.

Léih pìhngsìh géisìh wúih gámsauh SingLìhng?
When will you usually feel the Holy Spirit?
Ngóh tēng gán ginjing ge sìhhauh wúih gámsauh SingLìhng.
I will feel the Holy spirit during the time I am listening to testimonies.

*Be sure to notice where each aspect marker is used and **<u>MAKE SURE</u>** to look for a more detailed explanation on the principle of each aspect on the following respective pages in Cantonese Comp. Grammar. You may think you know what it means but clarify it to be sure.*

-Progressive Aspect Marker – Pgs 198-202
-Continuous Aspect Marker – Pgs 198-204
-Experiential Aspect Marker – Pgs 198-201, 206-208
-Delimitative Aspect Marker – Pgs 198-201, 208-209

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Inviting others to experience the gospel

Scenario

The missionaries have been working with their investigator A-Biu for quite some time. However, he hasn't been willing to keep the commitments given to him and, thus, has been missing out on experiencing some of the blessings that could come through obedience. Therefore, the missionaries begin to address his concerns and help him gain this experience.

1. Practice: Practice: Have each missionary pair up with another missionary. Have one play A-Biu and the other as the missionary. Then have the missionary use the board display to accomplish the following items using a variety of aspect markers:
a. Ask the investigator if they have experienced a gospel activity (e.g. been to church, seen the missionaries, etc.)
b. Then ask the investigator if they want to experience it a bit.
c. Next, share your testimony of a specific blessing as you are doing that activity.
d. Lastly, help the investigator understand the importance of continuing in this activity.

2. Re-practice: Switch Roles and Re-practice.

Additional Scenario(s)

Elder/Sister Taylor just got called to be a trainer. As a companionship they decide to have a get to knowactivity so that they can build the unity between this new companionship.

1. Practice: Have each missionary pair up with another missionary. Using this board display, have each pair of missionaries facilitate a discussion with each other using as many aspect markers as they can to learn what each other have and will continue to experience. Consider having them invite each other to try experiencing some of those experiences as well. Make sure the missionaries play themselves.

2. Re-practice: Rotate companions and then repeat the practice.

Ending Particles

Sentence				Ending Particle
Léih	**yáuh mouh**	**tái**	**Mōyíhmùhngīng**	**a?**
You	*have/ have not*	*read*	*Book of Mormon*	*(question)*
Ngóh		**tái jó**	**géi jēung**	**jē.**
I		*read*	*a few chapters*	*(that's all).*
Géi jēung		**dōu**	**hóu hóu**	**wòh!**
A few chapters		*still*	*is very good*	*(discovery)*
Léih		**hóu**	*lēk*	**ge**
You		*very*	*smart.*	*(this is the case)*

Common Ending Particles	
Indicates enthusiasim, lively statement,	**ā or lā**
Softens the tone to make the sentence less abrupt. *"a" can also be used as a question word.* *"la" also follows after parts of a list to act as a comma.*	**a or la**
indicates emphasis, meaning "this is the case"	**ge**
playing down a fact "that's all"	**jē**
storytelling, informing, reminding, or noteworthy	**wo**
indicating surprise in the form of a question	**mē**
indicating obvious reason or excuse, similar to the english word "duh"	**gāma**
indicates discovery	**wòh**

More ending particles and examples can be found in "Cantonese: A Comprehensive Grammer Guide on chapter 18 on sentence particles and interjections (pg 389)

Conceptual Practice: Ending Particles

In English tones can be added to words to show emotion. For example, when you're surprised you can say "Really?" with a rising tone. Because Cantonese is a tonal language, you can't change the tones of words to show different meanings or emotion. Ending Particles are words that go at the end of a sentence to express emotion. Translate the following sentences from English to Cantonese, using the ending particles to show emotion.

To your investigator:

-The Book of Mormon will help you to feel the spirit, obtain answers to prayer, and come unto Christ. (List)
-We are so happy you decided to be baptized! (enthusiasm)
- As missionaries, we pray every day. (This is the case)
- You don't know how to pray? (Surprise)
- You can try reading the Book of Mormon every day for five minutes. (That's all)

To your companion:

-We need to start Companion study! (Noticing you're a few minutes late, informing)
-You speak so quickly, I can't understand you! (When you're companion is wondering why you can't follow the discussion, indicating obvious reason)
- I think I've found the perfect scripture to help our investigator! (Discovery)

Try thinking of some sentences on your own using ending particles and record them here:

Classifiers

Léih	**gāmyaht**	**sihkjó**	**géi**	**bāau**	**yīn?**
you	*today*	*eaten (smoke(v))*	*how many*	*packs*	*smoke (cigarette)?*

Ngóh	**gāmyaht**	**sihkjó**	**yāt**	**jī**	**yīnjái**
I	*today*	*eaten*	*one*	*classifier for cigarettes*	*cigarettes*
Léih	**chàhm/kàhm yaht**		**léung**	**bāau**	**yīn**
you	*yesterday*		*two*	*classifier for packs*	*smoke*
	múihyāt yaht	**yámjó**	**sāam**	**būi**	**jáu**
	everyday	*drank*	*three*	*classifier for cups*	*alcohol*
		yám	**sei**	**gún**	**chàh**
		drink	*four*	*can*	*tea*
			géi		**ga fē**
			how many		*coffee*
					bējáu
					beer

Léih múihyāt yaht yám géi dō būi ga fē?
How many cups of coffee do you drink every day?
Ngóh múihyāt yaht yám sahp būi ga fē.
I drink 10 cups of coffee every day.
Sāam būi.
Three cups.

The classifiers in the above are just the classifiers that would be helpful when teaching the word of wisdom. There are many other classifiers, some of which are listed on the following activity page. For more information, see Cantonese, a comprehensive grammar pg 92-107.

Scenario

The missionaries have been teaching Yoko for a week now and are ready to teach the Word of Wisdom. They know Yoko smokes quite a bit just from talking to her and how after every meeting she asks if she can have a smoke outside.

1. Practice: Have each missionary pair up with another missionary. One will play Yoko while the other plays the missionary inviting her to quit smoking. However, Yoko's response is that "it will be too difficult!" Make sure the missionary playing Yoko is reluctant to quit smoking immediately, but willing to make a plan to quit over time. Then have the missionary teaching her find out more about her smoking problem using the board display and make that plan for her. (Also state that although this practice will foster the use of the grammar and vocabulary just learned, they should feel free to use any and all grammar and vocabulary they have learned up to this point in order to accomplish the missionary purpose of this activity.)

2. Re-practice: Then switch roles and re-practice.

Additional Scenario(s)

The missionaries have been visiting with King their investigator for a few weeks already. They can tell he has some drinking concerns(use alcohol/coffee/tea) and as the missionaries you are going to share scriptures with him in helping him grow in faith to face his addiction.

1. Practice: Have each missionary pair up with another missionary, one playing the missionary and the other playing King. The missionary then should use as many classifiers as possible.
For example:

Classifier:	Object Used With:
jēung (chapter)	**gīngmàhn** (scripture)
jit (verse)	**gīngmàhn** (scripture)
dyuhn (passage)	**gīngmàhn** (scripture), **sìhgaan** (time)
wái (important people)	**sīnjī** (prophet), **chyùngaausih** (missionary)

2. Re-practice: Switch and re-practice.

Conceptual practice with Classifiers

Additional Common Classifiers/ Measure words	
common universal classifier	**go**
for books and magazines	**bún**
pair, couple	**deuih**
for mammals, birds and insects, one of a pair	**jek**
for slender, long and stiff objects such as pens, pencils, flowers, sticks; for songs, music; for armies, navies	**jī**
for flat things like papers, dollar bills, swords, knives, tables and chair, also chapters in a book	**jēung**
for people in polite speech	**waí**
for long objects like ribbons, tapes, strings, ties, roads, skirts, or even fish	**tìuh**
small and round (candy or sweets)	**lāp**
A building or a room	**gāan**
used for articles of clothing	**gihn**

Numbers- soujih	
zero	**lìhng**
one	**yāt**
two	**yih**
three	**sāam**
four	**sei**
five	**ńgh**
six	**luhk**
seven	**chāt**
eight	**baat**
nine	**gáu**
ten	**sahp**

Subject	Verb	Number	Classifier	Object
Ngóh *I*	**yáuh** *have*	**sāam** *three*	**go**	**gòhgō** *older brothers*
Ngóhdeih *we*	**yáuh** *have*	**yāt** *one*	**jek**	**gáu** *dog*
kéuih *she*	**tái jó** *read*	**luhk** *six*	**bun**	**syū** *books*

More Classifiers can be found in "Basic Cantonese; A Grammar And Workbook" Chapter 8 (Page 36), or in "Cantonese: A Comprehensive Grammar" (pg 109-125).

For practice, translate these English phrases into Cantonese using classifiers.

- Three Nephites
- Seven Books of Mormon
- Three pens
- Two schools
- One pair of missionary shoes
- Nine Dragons
- “I saw two personages”
- One pair of chopsticks
- A four-page letter
- Five missionary skirts
- Five missionary shirts
- Two fish
- One piece of candy
- Three churches
- Your shirt
- Ten Chapters in Alma

Additional Practice:
Try making sentences using phrases above or phrases of your own using classifiers and record them here:

Romanization Chart

Finals starting with	Vowel Length Long	Key Words				vowel length short	Key Words			
		Initial	Final	Tone	in Character		Initial	Final	Tone	in Character
"A"	a	p	a	mid	怕					
	aai	d	aai	mid	帶	ai	g	ai	mid	劃
	aau	g	āau	high	交	au	t	àu	high	偷
	aam	ch	áam	mid rising	慘	am	s	ām	high	心
	aan	s	āan	high	山	an	m	ahn	low	問
	aang	ch	áang	mid rising		ang	d	áng	mid rising	等
	aap	g	aap	mid	甲	ap	j	āp	high	汁
	aat	b	aat	mid	八	at	ch	āt	high	七
	aak	j	aahk	low		ak	d	ahk	low	特
"E"	e	j	e	mid	借	ei	m	éih	low rising	美
	eng	l	eng	mid						
	ek	s	sehk	low	岩					
"EU"	eu	h	ēu	high	靴	eui	g	eui	mid	句
	eung	ch	ēung	high	槍	eun	j	ēun	high	樽
	euk	g	euk	mid	腳	eut	ch	ēut	high	出
"I"	i	j	ī	high	知					
	iu	y	iu	mid	要					
	im	s	ím	mid rising	閃					
	in	t	īn	high	天					
	ip	g	ip	mid	劫					
	it	d	it	mid	跌					
"O"	o	g	ō	high	歌	ou	l	óuh	low rising	老
	oi	t	ói	mid rising						
	on	ng	ōn	high	安					
	ong	m	ohng	low	望					
	ot	h	ot	mid	渴					
	ok	gw	ok	mid	國					
"U"	u	g	ū	high	姑	ung	j	ūng	high	中
	ui	f	ūi	high	灰	uk	d	uhk	low	讀
	un	w	uhn	low	換					
	ut	f	ut	mid	闊					
"YU"	yu	j	yū	high	豬					
	yun	ch	yūn	high	穿					
	yut	s	yut	mid	雪					

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